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ABSTRACT

Part of a series devoted to identifying and evaluating strategies which vocational education administrators and instructors can use at the secondary student, teacher, or administrator level to eliminate sex stereotyping and sex bias in vocational education programs, this workbook provides information and activities that require students to gather and analyze data and draw conclusions about the world of work, and particularly about the effects of sex discrimination, stereotyping, and bias. Intended for use in the classroom, the four instructional units cover the following topics: work, beliefs about working men and women, looking for a job, and on the job. Within these topics, the various issues that are discussed include salaries, legal rights, occupational sex stereotyping, and the definition of work. Each unit is introduced by materials intended for the teacher's use: (1) a general introduction, (2) specific objectives, (3) specific concepts, (4) teaching suggestions, (5) evaluation methods, and (6) directions about specific activities. The student materials include an introduction explaining background information on the topic and directions for the exercises as well as reference sources. These activities can be used by the students individually or in groups. A chart in the teacher's introduction rates all the activities according to their difficulty and importance and indicates the prerequisites required. (ELG)

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SEX STEREOTYPING, BIAS, AND DISCRIMINATION IN THE WORLD OF WORK: A WORKBOOK

Instructor's Manual

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SEX STEREOTYPING, BIAS AND DISCRIMINATION
IN THE WORLD OF WORK:
A WORKBOOK

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TEACHER'S INTRODUCTION

Aims or Purposes

What are some of the aims of a series of materials entitled, SEX STEREOTYPING, BIAS AND DISCRIMINATION IN THE WORLD OF WORK: A WORKBOOK? First, these materials are intended to direct systematically the attention of students to a major contemporary social issue--sex stereotyping, sex bias and sex discrimination in the most human of conditions, work. Most students, although having an awareness of sex stereotyping and sex discrimination, probably have not considered this social issue thoroughly and/or in an organized manner. It is the authors' intention that students who use these materials will come to a fuller understanding of how a society can be characterized by its attitudes toward and treatment of categories of its people. To state it another way, these materials aim to increase student awareness of <u>societal</u> stereotyping and discrimination.

A second aim, more specific than the first, is to increase student awareness of and sensitivity to particular instances of sex stereotyping and sex discrimination. Emphasis is given in each instance to stereotyping and discrimination as it affects jobs and occupational choices in everyday situations.

A third aim of these materials is to help students understand how sex stereotyping and sex discrimination influence the beliefs, actions and choices of individuals--themselves included--within a society.

Fourth, and in conjunction with the third aim, these materials encourage students to reach a more critical understanding of <u>their</u> beliefs, attitudes and judgments. Such understanding will assist individual students not only in evaluating the stereotypes and biases they hold but also in making decisions concerning their behavior and life choices.

These aims represent only a few of the benefits and understandings the authors hope students will acquire from working with these materials. However, the aims do specify, in a general way, some of the anticipated outcomes.

While specific objectives are included for each unit, concise statements of overall aims for these materials include the following:

1) Students will recognize the encompassing nature of work in contemporary life.
2) Students will identify instances of sex stereotyping, sex bias and sex discrimination in the world of work.
3) Students will delineate several ways sex stereotyping, sex bias and sex discrimination affect the rights, privileges and choices of women and men in the world of work.
4) Students will describe the characteristics of various jobs and the relation between these characteristics and what the availability of work for women and men is and/or should be.
5) Students will recall alternative strategies available to assist them in overcoming the effects of sex discrimination or sex bias.

A Profile

This set of materials consists of four instructional units featuring information and activities that require students to gather and analyze data and to draw conclusions based on that information with respect to a number of issues in the world of work. The four topics are: (1) Work; (2) Beliefs About Working Women and Men; (3) Looking For a Job; and (4) On the Job. Within each topic, a number of issues are addressed including What is Work, Stereotypes About Working Men and Women, Salaries and Legal Rights. Activities or class exercises are included for each of these issues.

These materials are designed to satisfy several considerations. First, the target population for whom these materials are developed is students between the ages of 15 and 20. These students should have few difficulties with the vocabulary and sentence structure since the readability of these materials is comparable to that of public newspapers. In addition, the examples and illustrations are, for the most part, geared toward situations within the interest realm of this target population. In conjunction with this consideration, the developers of this material have attended to the use of the term sex. At no time is the term sex used untastefully or in a manner that could cause embarrassment. It merely refers to gender.

In like manner, language that connotes a specific sex, especially singular pronouns, has been avoided. Instead, the authors have chosen plural pronouns or the use of "their" to convey such meaning. Likewise, other phrases and/or words commonly used in contemporary speech, but exhibiting latent bias, have been avoided.

Second, the complexity of the content is minimized by dividing the materials in each unit into smaller segments of issues and activities. Each topic includes its own statement of specific objectives. Cognitive and affective objectives have been specified. Psycho-motor objectives have not been specified for these materials, although they might reasonably be added or included in future materials. Further, the cognitive objectives have been specified in measurable terms for individual students and in terms of the percentage of students who should perform at the mastery level within the class.

Third, these materials are designed to actively engage the student in the learning process. The materials do provide information, but the provision of information is only part of the process; many of the activities require the student to search out and process their own information, to draw conclusions from that data and to act on those conclusions. Other activities pose problems that students, or groups of students, must solve. Each instance is constructed such that many of the students will have had some prior exposure to the idea or concept and/or are likely to encounter the issue again.

Role of the Instructor

The role of the instructor in using this package of materials is one of active participation. First, instructors must choose those activities which they wish to use in class. Next, instructors must introduce the activities and in the case of group activities, orchestrate the proceedings. The authors encourage instructor participation, particularly in seeking information and leading class discussions. The direct, enthusiastic involvement of the instructor enhances the value of the materials.

The instructor should also expect to clarify directions, assist in the

logistics of information retrieval and administer evaluation. The instructor might also introduce additional activities, as needed.

The following chart is included to assist the instructor in reaching decisions about the use of various activities. It includes the authors' opinion of the importance ranking, necessary prerequisite activities and relative difficulty for each exercise. The importance rank is reported as 1 = very important and 2 = important. The prerequisite activities indicate the specific activity by issue letter and activity number. The difficulty rating is listed as 1 = most difficult, 2 = difficult, and 3 = least difficult.

Teacher Notes on Activities

	Issue/Activity Name	Importance	Prerequisite	Difficulty	Date Assigned/ Completed
A.	WHAT IS WORK				
	Workers Talk about Their Work	1	None	2	
	Personal Work Values	2	A-1	3	
	Family Work Characteristics	1	A-1	3	
	Work Is ...	1	A-1 & 2 or 3	2	
B.	PERCEPTION AND CHOICES IN THE WORLD OF WORK				
	Occupational Status	2	A-1	3	
	Class Occupational Ranking	2	B-1	1	
	Male/Female Differences in Occupational Skills	1	B-1	2	
C.	WORK IN THE HOME				
	Who Does Housework	1	None	2	
	Home Observation	1	None	2	
	Housework Is ...	2	C-1 or 2	3	
	The Value of Housework	2	C-1 or 2	1	
D.	VOLUNTEER WORK				
	Questions on Volunteer Work	2	None	3	

Issue/Activity Name	Importance	Prerequisite	Difficulty	Date Assigned/ Completed
E. STEREOTYPES ABOUT WORKING MEN AND WOMEN				
Introductory Materials	1	None	2	
Personal Stereotypes	1	E-1	3	
Perceived Male/Female Differences	1	E-1	1	
Perceived Female Stereotypes	2	E-1, 3	1	
Class Comparison of Responses	2	E-1, 3, 4	3	
Perceived Male Stereotypes	2	E-1	2	
Typical Stereotypes	2	E-1	3	
Stereotypes in Ads	1	E-1	2	
F. MISCONCEPTIONS ABOUT WORKING WOMEN AND MEN				
Myths and Misconceptions	1	E-1	1-2	
Family Misconceptions About Working Women	1	E-1, F-1	1	
The Case on Working Men	1	E-1	2	
G. GENERAL CONSIDERATIONS				
Introductory Materials	1	None	3	
Values in Job Searching	2	G-1	1	
Stereotypic Occupational Patterns As A Factor Limiting Job Availability	1	G-1	1	
Training As A Factor In Limiting Job Availability	1	G-1	2	
Other Factors Limiting Job Availability	1	G-1	2	
Sexism in Job Titles	2	G-1, 3	2	
H. WANT ADS				
Understanding Want Ads	1	G-1	2	
Writing Want Ads	2	H-1	2	
I. JOB APPLICATION				
Filing an Application	1	H-1, 2	1	
Community Ads and Applications	2	H-1,2;I-1	1	

Issue/Activity Name	Importance	Prerequisite	Difficulty	Date Assigned/ Completed
J. SALARIES				
The Want Ads	2	None	3	
Earnings of Men and Women	1	None	1	
Percentage of Incomes	2	None	3	
K. DISCRIMINATION IN LOCAL BUSINESS				
Local Business Interview	2	G-3,J-2	1	
L. LEGAL RIGHTS AND LITIGATION				
Discrimination and the Law	1	None	2	
Role Play: The Interview	1	L-1	2	
Equal Rights Amendment	2	L-1	3	

Organization: Sequencing and Format of Units

The student materials consist of four topics which are involved in the issue of sex stereotyping, sex bias and sex discrimination in the world of work. There are, however, several reasons for avoiding the usage of the terms stereotyping and sex discrimination in the introduction of these materials to the students. First, these concepts have become so emotionally charged in our society that student preconceptions might act as barriers to a thoughtful consideration of the materials. Second, introducing conceptual tools before a student understands the need for them may result in unnecessary confusion and difficulty. Third, many of the materials students use in schools begin with vocabulary building before arousing interest in the subject. This typical sequencing has turned many students off before they become engaged in the learning process. Fourth, the authors believe that the most appropriate way of introducing the issue of sex stereotyping and sex discrimination in the world of work is to begin with the notion of work and proceed to examine characteristics of that notion, including the related issues of stereotyping, bias and discrimination.

The authors recommend that the teacher utilize the sequencing of material included in the package. This sequencing includes (a) introduction of the

concept of work; (b) investigation of beliefs about work held by individuals; (c) information related to looking for a job; and (d) on-the-job effects of sex stereotyping, sex bias, and sex discrimination. The issues within each topic have also been sequenced, but there is much greater flexibility for rearranging the activities than there is for rearranging the topic order.

The format for each topic within the student materials is as follows. First, the student is presented with the specific objectives for that topic which indicate what the student will be able to do at the end of the instructional process. Second, the student is provided with an assignment sheet that lists all the activities included in that unit and contains a place to mark assigned activities and a completion date. Next the materials are presented as discrete activities. Many of these are prepared such that students can work at their own speed. Review questions are often included in order that students and instructors can assess student progress. The authors recommend that teachers take an active role in the concluding discussion process.

Format of Instructor's Materials

Instructor's materials are included at the beginning of each topic to assist instructors in their preparation to use these materials. While these materials are brief, they include the following topics:

1) A general introduction to the topic, including placement of and rationale for that topic and its issues;
2) A specific listing of the cognitive and affective educational objectives for that topic, specified in mastery terms for cognitive objectives;
3) Notice of specific concepts and skills needed for successful completion of the topic;
4) Suggestions for the instructor's advance preparation including ideas for additional activities;
5) Evaluation suggestions;
6) A copy of the student materials; and
7) Directions for specific activities within that topic.

Note that the instructor materials are typed in "Gothic' type while the student materials are typed in "Prestige Elite" type. As the instructor reproduces copies of the student materials for class use, some consideration should be given to preparing student materials on different color paper. The authors found that pastel paper helped to generate student attention as well as assisted in organizing materials.

Teacher Materials

TOPIC ONE: WORK

Introduction

Work can generally be defined as:

> conscious effort, inclusive of activities aimed at producing benefits for oneself and/or oneself and others. Further, it is the complementary and companion effort to leisure which is additional activities which produce benefits for oneself and/or oneself with others, but are not necessarily structured such that a measurable (and especially economic) output is produced.

Work is a basic activity of human life, yet, as a topic specifically addressed in schooling, it is often neglected. Reasons for neglect range from the "taken-for-granted" nature of such a basic activity to the difficulty in addressing the subject. Attention is given sometimes to describing job characteristics and/or discussing productivity, but rarely is the activity, work, specifically confronted or defined. Perhaps there is wisdom in such a decision since work and work values are different for each individual. Yet, through examining people at work, personal and family work values/characteristics and asking each student to define work for himself/herself, the concept can be addressed.

TOPIC ONE includes activities which explore a number of issues about work. Among the issues included are (a) the nature of work; (b) perceptions and choices in the work world; (c) work in the home; and (d) volunteer work. Special attention has been given to constructing activities that actively involve the learner in the instructional process in terms of data gathering, information processing and drawing of conclusions.

Specific Objectives

The specific objectives addressed through the materials included under this topic are as follows:

Cognitive

1. Students will define in written or verbal form what work means in their lives, citing two examples or characteristics from the text.
(80% of the students at the 80% level of accuracy)

2. Students will identify in written form in 15 minutes of class time, five instances of sex stereotyping that occur in most homes.
(50% of the students at the 80% level of accuracy)

3. Students will identify in written form in 15 minutes of class time, three instances of sex stereotyping that occur in the world of work.
(80% of the students at the 66% level of accuracy)

4. Students will write a paragraph in 30 minutes of class time explaining what work means to one adult with whom the student associates. The explanation must include why the person works, what the person does, what the worker's several opinions are about the job and some indication of job satisfaction.
(75% of the students)

Affective

1. Students will volunteer information about experiences they have witnessed in which the suggested behaviors for females and/or males were displayed or in which they were reversed.
(29% of the students)

2. Students will arrive at a conclusion about (a) the nature and utility of housework and (b) the occupational ranking of jobs.
(20% of the students)

Specific Concepts or Skills

Two specific student skills required to complete this unit are reading skills to deal with the activity "Workers Talk About Their Work" and observational skills. The necessity for these can be mitigated somewhat by working in pairs or groups and by reading aloud. Any of the activities in this section can be completed through one of these two means.

The vocabulary is not particularly difficult; the glossary contains

the more difficult terms. The key concepts that deserve emphasis are (a) work; (b) status; (c) observation; and (d) economic value.

Teaching Suggestions

The authors suggest that each teacher thoroughly review this unit by reading the materials, answering the questions and considering how the materials might apply to students in each particular community.

The instructor should consider discussing the concept of work using student responses to Activity A-1, A-2 and A-4. Additional information relative to the characteristics of work such as production, production level, rate and quality of performance might be used as well.

The issue dealing with "Work in the Home" should also be addressed as a priority issue. This unit includes several observations which students can conduct if given limited in-class practice observing the activities of a typical hour. The activity entitled "The Value of Housework" is perhaps the most difficult in the workbook. The instructor will need to assist students in reading the tables and extracting the information for comparison.

Several additional activities could be considered for class use by the instructor. These include such ideas as conducting an in-class debate on stereotypic ideas such as "a woman's place is in the home" and "men are the breadwinners of the family."

A second idea could include a role play of the following case study.

A Case Study of a Wife Seeking Work

Mr. and Mrs. Watson, age 30, have two children, ages 3 and 5. Mrs. Watson is a homemaker who, since her children were born, has been at home caring for them. She desires to seek a full-time job in their community. She feels a responsibility to contribute to the income of the family as well as the need for the social interaction that occurs in a full-time job outside her home.

Mr. Watson thinks his wife should remain at home because the additional

money she will earn will probably not be worth the additional sacrifices that will have to be made around the home. For example, the Watsons will have to pay someone to care for their children who are not yet of school age; their sleeping and eating schedules might have to be reorganized. Further, Mr. Watson reminds his wife that their home has been running very smoothly since she has been looking after the children and the housework, and he fears this efficiency will break down and that there will be much more "shared work" in the household than now is the case. He is also concerned that his children will not receive enough love and attention if their mother is away at work all day.

Questions for the Role Play

1. What kinds of sacrifices will probably have to be made around the home if Mrs. Watson works outside the house? Who will have to make them?

2. Do you think that there will be an increase in "shared work" around the house? Why or why not? What impact do you imagine that increased shared work would have on household efficiency?

3. What are the comparative economics of working outside the home vs. homemaking?

4. Do you think work outside the home is important to every woman's self-image? Responsibility? Fulfillment? Is it important to every man's?

5. In your opinion, what would be the effects on the Watsons' children if their mother decided to work outside the home?

6. Do you think that attending to the children between 8 a.m. and 5 p.m. is a major factor to consider in making the decision about Mrs. Watson's work? What other type of arrangements could be made? How important are professional day care centers?

7. Describe Mr. Watson's attitude toward his wife and children.

8. Speculate on the effect Mrs. Watson's employment would have on her relationship with her husband.

9. How could Mrs. Watson help her husband understand her needs? How could Mr. Watson understand and help his wife in her pursuit of employment?

10. How could Mr. Watson help his wife understand his needs?

11. Are there ways the structure of the work system could be changed to make working easier for men and women with family obligations? (This question will force students to examine the arbitrary 8 to 5 five days a week work system that is so predominate in our culture, and to speculate on variations from this pattern.)

    Include in this discussion the advantages and disadvantages of the variations suggested by the students. For example, discussion might include such ideas as the following:

    a) A four-day work week (ten hours each day) which leaves the worker free for three days instead of two. Some companies have already investigated this system. (Is it necessary for everyone to work 40 hours each week?)

    b) Two people splitting a full-time job so that each person works half the number of hours required by the job.

    c) More jobs with staggered hours so that one parent might work from 7 a.m. to 3 p.m., and the other work from 11 a.m. to 7 p.m.

    d) More and better part-time positions (for professional, technical, etc., workers as well as for hourly workers).

12. In your opinion, what should the Watsons' decision be and why?

Evaluation Suggestions

Several evaluation exercises are particularly relevant for this unit of materials. For example, students could be asked to develop the concept of work, citing examples and dealing with such topics as housework and work characteristics.

Students could be asked to respond to any of the following several discussion questions:

1) Complete the following sentence in 25 words or less and include what you consider to be the two most important points:
   Work is _____
2) Are there status differences between occupations predominately filled by women and those predominately filled by men? Support your conclusions with three examples.

3) Characterize volunteer work. Support your conclusion with three examples.
4) How would you characterize housework and/or work around the house? How does homemaking compare to work away from home? Support your conclusion by citing at least three examples which may be drawn from the text.
5) Estimate the value of homemaking in your home. Support your conclusion with figures and/or rationale.

The third means of evaluation could include having students undertake a project such as studying work in their own community. Students could interview workers and (a) define work and (b) report what work means to these persons they interviewed.

Teacher Directions for Specific Activities

In reviewing the activities included under this topic, the instructor must decide on which activities to use as well as the amount of time to devote to each selected activity. The chart on pages 4, 5, and 6 may help in this process. It lists activities by degree of difficulty, degree of importance and suggested prerequisite activities.

Specific instructor directions for the materials in this section are not required as the activities are self explanatory. The following notes, however, may prove helpful:

1. The activities entitled "Workers Talk About Their Work" and "Family Work Characteristics" have been particularly well received by students. The latter of these activities encourages students to interview adult workers in a fashion similar to that employed by the authors.

2. The activity entitled "Occupational Status" includes more occupations that are "male dominated" than occupations that are "female dominated." This situation reflects the data available and is not designed for any other purpose.

3. The activities entitled "Who Does Housework" and "Home Observation" generally stimulate conversation.

4. The activity entitled "The Value of Housework" may require instructor assistance to interpret the data on the charts.

INTRODUCTION TO STUDENT MATERIALS

This is your workbook. It will help each person in your class study the concept of work and examine the problems of sex stereotyping and sex discrimination in the world of work.

Aims

This workbook contains a series of exercises which are designed to help each student achieve the following broad educational aims.

1) Students will recognize the encompassing nature of work in contemporary life.
2) Students will identify instances of sex stereotyping, sex bias and sex discrimination in the world of work.
3) Students will delineate several ways sex discrimination affects the rights, privileges and choices of women and men in the world of work.
4) Students will describe the characteristics of various jobs and what the relation between these characteristics and the availability of work for women and men is and/or should be.
5) Students will recall alternative strategies available to them to assist them in overcoming the effects of sex discrimination or sex bias in the world of work.

Format

This workbook contains a number of exercises, some of which you will complete by yourself and some of which you will do in small groups or as a class. Your teacher will tell you which exercises you are to complete.

The workbook contains four main topics. Under each topic there are several issues with exercises and/or activities designed to help you understand the issues.

You should note that each exercise is completely contained within the workbook. When you begin each topic, read the introductory materials which have been provided first. This introduction, which constitutes Activity One, will give you an overview of the topic and the issues which follow. While reading the introduction, think about the questions which might be raised. These introductions provide you with information which will help you understand the issues as you work through the exercise.

Furthermore, the introductory materials often discuss terms and concepts which you will need as you work through the exercise.

At the beginning of each topic are the specific study objectives for that topic. As you read these objectives, you will notice that they tell you what you are expected to know and be able to do at the end of the topic section. Further, in addition to objectives, each unit includes an assignment sheet which lists the activities you will complete. Read this list in order to begin to understand the activities and in order to check to see if you have the supplies you need to complete the unit.

Begin to complete the exercises. Work carefully and thoughtfully.

Specific Objectives: Topic One, WORK

1. You will define in written or verbal form what work means in your life, citing two examples or characteristics from the text.
2. You will identify in written form in 15 minutes of class time, five instances of sex stereotyping that occur in most homes.
3. You will identify in written form in 15 minutes of class time, three instances of sex stereotyping that occur in the world of work.
4. You will write a paragraph in 30 minutes of class time explaining what work means to one adult with whom you associate. Your explanation must include why the person works, what the person does, what is the person's general opinion about the job and how satisfied is that person in that job?

Assignment Sheet: Topic One, WORK

	Assigned	Date Completed
A. What is Work		
1. Workers Talk About Their Work	_____	_____
2. Personal Work Values	_____	_____
3. Family Work Characteristics	_____	_____
4. Work Is ...	_____	_____
B. Perception and Choices in the World of Work		
1. Occupational Status	_____	_____
2. Class Occupational Ranking	_____	_____
3. Female/Male Differences in Occupational Skills	_____	_____
C. Work In The Home		
1. Who Does Housework	_____	_____
2. Home Observation	_____	_____
3. Housework Is...	_____	_____
4. The Value of Housework	_____	_____
D. Volunteer Work		
1. Questions on Volunteer Work	_____	_____

The first topic to be considered is that of work. What is work? What are the characteristics, benefits and consequences of work? Does work mean different things to different people? Does it mean different things to different groups of people? Why do people work?

Topic One: WORK
Issue A: WHAT IS WORK?
Activity 1: Workers Talk About Their Work

Date Due:
Prerequisite:

WORKERS TALK ABOUT THEIR WORK

Directions:

On the following pages are descriptions of work. These descriptions are the actual words of the speaker. These workers were interviewed by the authors who recorded the conversations and then transcribed and edited them for use here. The idea for this activity came from a book entitled Working by Studs Terkel. Mr. Terkel interviewed and recorded many conversations with various people in order to publish a composite of what work in America means.

After reading the descriptions, list the characteristics of work for each worker's description. Examples of the characteristics you may discover in these descriptions are as follows: hours, physical set-up, financial investment, energy required, skill needed, training or education required, degree of monotony, degree of creativity, rules and regulations.

In addition to the list of characteristics you have discovered about each person's work, look for the reasons he/she gives for working. Underline the sentences and/or phrases which tell you why each person works. Then list the reasons, in you own words, in the space provided.

The jobs included in this activity are: Press Operator, Technical Writer, Telephone Operator, Homemaker, Manufacturers Representative, and Lawyer.

ED, PRESS OPERATOR

Job Definition: The press operator is in charge of the actual printing of the material. The operator must position the paper, adjust the flow of ink and fine-tune the machine to insure that the copy is clean and the print is distinct. The operator must also clean the press and make small repairs.

Working:

"Is this the last plate, Robert?"

"No, Ed. One more to come." Ed was the press operator for a print shop in a local industry and he was talking to one of the darkroom assistants. In the darkroom, workers were making the plates used in offset printing.

Ed bent the edge of the plate on a platebender and attached it to a cylinder in the press. He wiped the grease from his hands. "One thing I'll tell you. If you take care of the press, it'll take care of you. You've got to keep it cleaned and oiled, keep the ink level up and the rollers set so the ink flows smoothly. But never get too used to the press. You get too used to the press and it'll bite you. See those cylinders?" He pointed to the large cylinders that rolled when the press was in operation. "You get your hand caught in between them and you'll know it, I guarantee it."

The darkroom worker came out with the last plate. Ed cleaned it with a cloth. He examined it carefully. "Look here." He pointed at the page number at the top. It was barely visible. "That's called a hot spot. Afraid there's nothing I can do about it now. It just won't look too good." He attached the plate to the press. "O.K.! Let's go!" he shouted.

He clicked on the switch and the press began to run. Ink and water were passed over the plate as it turned. The plate made an ink-covered impression on another cylinder called the blanket cylinder. The blank paper came up between the blanket cylinder and a third cylinder and the inked impression was passed onto the paper. The printed sheet came shooting out the other side of the press.

"The hardest thing about running an offset press," Ed said, "is learning to adjust the ink so that a good impression is put on the blanket. If there's too much ink the whole page will look muddy. You won't be able to read the print on the page. If there's too little ink the print will be watery and weak. So I've got to watch the printed sheets as they come out."

Ed looked over a copy with a critical eye. He walked back and forth, adjusting the ink here and there. During the time the press was running, he never stopped pacing back and forth, checking the copy every now and then to make sure the ink was clear. The press finally began to slow down and then stopped.

"The thing I like about this job is that I'm doing something different all the time: colors, forms, designs, labels, handbills, company reports, ads--always different. It never gets boring, even though it means the same hours and same place of work every day."

He picked up one of the printed sheets and scanned it carefully. "I hope to learn how to run the four-color separations soon. That's when you've got a color printing job in four colors. That takes a lot of skill. But you can go as far as your initiative takes you in the printing trade. There's a lot to learn.

"The other thing I especially like about this job is being able to see my finished product. There's a sense of pride in knowing all those people got the message you produced... and that they understood it.

1. What are the characteristics of this job?

2. Why do you think Ed works?

KATIE, TECHNICAL WRITER

Job Definition: A technical writer is a person skilled in explaining difficult procedures and results in a clear and easily understandable way. They may write a set of instructions on how to assemble a model airplane. They may produce a manual on how to repair an air conditioner. They also prepare business reports and scientific papers as well as oversee the preparation of illustrative material. Technical writers must have the ability to make themselves understood by their audience.

Working:

Katie pointed to the instruction leaflet inside a box containing the parts to an outdoor swing set. She was a technical writer in a business firm. Her task at the moment was to rewrite the designer's instructions on how to assemble the swing set.

"The designer of this swing set wrote such difficult instructions," she said. "It would take a genius to understand what he meant. Most people would never have gotten that swing together.

"But designers aren't paid to write. So you can't blame them too much. That's where the technical writer comes in.

"The technical writer has to understand the process before they can write about anything. Then when the writer writes, they place themselves in the position of the average person who needs to know how to put it together. Writers are not writing for themselves, they are writing for other people.

"Of course the technical writer does not always write for the average person. Sometimes they write for specialists. They might have to write a manual on how to fix a jet engine, in which case the manual is written for mechanics. But the writer still has to be clear and logical so that the mechanic can understand what has to be done."

Katie glanced at her watch and got up from her desk. "I've got a meeting in a minute or two," she said. "Technical writing isn't just working by yourself. I spend a lot of time talking with engineers or designers. Sometimes I'll work with another writer on a project. So there's a good mixture of working with others and working by myself.

"This is a challenging job. Sometimes I've written a piece and the editor will send it back with a note saying, 'It's still not clear.' I'll say to myself, 'I can't make it any clearer.' But I'll sit down and work on it and I'll do it. There's a lot of satisfaction in that."

1. What are the characteristics of this job?

2. Why do you think Katie works?

WILLIAM, TELEPHONE OPERATOR

Job Definition: The telephone operator is trained to assist telephone users in placing their calls. They locate telephone numbers and report faulty equipment. The long-distance operator keeps a record of the length of long-distance calls for billing purposes.

Working:

The call signal lit up on the switchboard in front of William. He plugged the cord into the board in front of him and switched the key. "Operator, may I help you?"

"Yes, operator. I've called this number three times but the other party can't hear me. Could you ring the number for me?"

"I'll see if I can help you." He wrote the number on his pad. Then he plugged in another cord and dialed. When he was sure the call had gone through, he switched off the key. He was now off the line.

"Most of the work we do is like that," William said. "We help people out when they can't make a connection, or when their connection is bad. And of course we find numbers for people.

"To be an operator you have to be vigilant. When the signal comes on you have to answer quickly. Any call might be an emergency call to the police or to a hospital. And if you're a long-distance operator you've got to be careful to disconnect as soon as the callers hang up, or else they'll have to pay for that extra time."

Another signal light came on and he plugged in the cord. It was a request for a phone number. He quickly located the number and read it to the caller. "After awhile you can just glance at the number and you can remember it. Of course, you've got to make sure it's right. You should have good hearing, too. It's not very good if you say, 'Would you repeat that?' all the time.

"Being an operator is hard work sometimes. Especially during the day with all the business calls. At night it's not so busy. Sometimes old people call the operator at night because they're lonely. We try to be nice to them, and give them the number of someone who can help.

"Sometimes we get calls from persons who say they are lonely. Priscilla, who works next to me on this shift, got one of those calls last night. She told the caller, 'You don't sound lonely to me, I can hear party sounds in the background.' The caller hung up.

"It may be hard to believe, but you get to know your community pretty well here. I mean, if a business closes you're the first to know because the telephone number is removed. And if a new restaurant opens you're the first to know again.

"I like this job because I help people. And when they appreciate it and tell me so, it makes me feel good. It is also comfortable to have a steady job with regular hours. I also enjoy working different shifts because I get to see our town in many different phases of activity."

1. What are the characteristics of this job?

2. Why do you think William works?

JANINE, HOMEMAKER

Job Definition: A homemaker performs several dozen jobs in a home to meet the needs of a family.

Working:

"I am a homemaker, I enjoy it, and it's not too often I get to say my views,"Janine said while shifting her youngest daughter from one arm to the other. "I've worked jobs outside the home as well as this and I prefer being a homemaker."

Janine, college graduate and mother of four, was taking several minutes out of a busy pre-lunch period to talk with us. "I find homemaking rewarding, worthwhile and challenging. I've always wanted to be a wife, a mother and a homemaker. Oh, it's true that some people find it boring, but I don't. Sure you do some of the same things every day, but you can add your own variations. What it really requires is your own initiative. Most people seem to think of homemaking as cleaning. I do clean and I get satisfaction out of having a clean house, but there is so much more to it.

"In most ways, I'm my own boss. I can decide what to do, when and how. I have control over my time; if I want to take a three hour lunch break, I can. I can also make time for reading or hobbies."

"You also have to do a little of everything... be a nurse, a cook, a teacher, a gardener and all in one day... and because someone needed you to do that.

"The satisfactions are personal. I can watch my children grow and develop. You can see the results of your work like a good meal or a clean house... and my husband and I both appreciate my homemaking efforts. He has always been very supportive."

Janine, turning back to preparing lunch added, "Boring? No, not to me... and I guess those who think it is probably have not gotten into it or they probably wouldn't feel that way."

1. What are the characteristics of this job?

2. Why do you think Janine works?

ARTHUR, MANUFACTURER REPRESENTATIVE

Job Definition: A manufacturer representative is the exclusive sales person for a particular company in a specific geographic area.

Working:

"Sometimes I feel good to stretch and walk," said Arthur, as we strolled to his office before work. "About three months ago I decided to walk this 20 minutes to work whenever I was in town because I don't get enough exercise. Traveling as much as I do makes me sluggish, sedentary.

"I like selling. It's challenging and there is money to be made. Besides, I enjoy traveling and meeting people all over the east. I work for a good company that makes excellent products and that helps because if a potential buyer takes time to look, the product will sell itself. I do not force myself or our product on anyone. I try to present the facts and to be pleasant.... The customer must make the decision. That's the way I would want to be treated if I were the buyer rather than the seller.

"The hours are long, but by my choice. If I want to do well, I must work at it and I do expect to become President of this in 20 years. This work does provide a good living for my family, and I enjoy what I'm doing.... Come in," he added as we got to his office building.

Arthur's office was a small cubby on a hall of a manufacturer representative who had assignments all over the country. "Selling is an art and each client is different. The trick is to be true to yourself and to them at the same time. If either of you is not satisfied, there's trouble."

1. What are the characteristics of this job?

2. Why to you think Art works?

SUSAN, LAWYER

Job Definition: A lawyer performs professional services for clients ranging from representing the clients' interests in court to representing the client in negotiations or sales.

Working:

The phone intercom buzzer sounded and Susan politely excused herself to receive the message. She was chief counsel of a team of lawyers working in defense of a large corporation which was being sued by another major corporation for breach of contract. It was a multi-million dollar suit and Susan clearly enjoyed the challenge. Putting down the receiver, she returned to the conversation, "Sometimes, jobs are not a match for the people in them. I've had other jobs that provided little challenge and less satisfaction. They just were not fulfilling; I was not near my capability. Now I am my boss. I have a secretary, an office, several clerks and the deference of clients. When I make a decision, it is a basis for action. I meet important and interesting people and provide a service they need. When I invest time, energy and enthusiasm it brings personal and professional rewards."

She turned to the wall, pointing to the calendar and continued, "Perhaps the thing I like best is having some control over my own time. If I choose to get away from the office to relax, I can; if I choose to spend the day hiking and picnicking with my son, I can; if I choose to go shopping and attend a matinee, I can."

Susan's office decor, a combination of glass, plants, Scandanavian furniture and law books, smelled of leather. It was obviously a business office, but a very reassuring rather than imposing one. "Respect, challenge, service, income and self control," She said, "All those things combined to inspire me to become a counselor at law.

1. What are the characteristics of this job?

2. Why do you think Susan works?

Topic One: WORK Issue A: WHAT IS WORK Activity 2: Personal Work Values	Date Due: Prerequisite: Activity A-1

Personal Work Values

Directions

Look now at your lists of characteristics of and reasons for working from the above exercises. From these lists choose the one description or characteristic which most closely represents your choice. Use only the lists of characteristics and reasons when choosing. Explain why you chose the characteristics you chose.

1. Which charactersitics did you choose?

2. Why did you choose that list?

3. What other important characteristics should one consider about work?

4. Why would/will/do you work?

Topic One: WORK Issue A: WHAT IS WORK Activity 3: Family Work Characteristics	Date Due: Prerequisite: Activity A-1

Family Work Characteristics

Directions

Ask someone in your home or who you know who works to describe their work. The following questions may help.

What characteristics of your job do you like?

What characteristics of your job do you dislike?

How did you come to have this job?

What does work mean to you?

Why do you work?

What do you find satisfying about your job?

Are there unpleasant elements associated with your job?

Topic One: WORK Issue A: WHAT IS WORK Activity 4: Work Is...	Date Due: Prerequisite: Activities A-1, 2 and/or 3

Work Is...

Directions

Now that you have considered other people's opinions about work, describe in your own words what work means to you. Your description should include any characteristics of work which are important to you. You should also include the reasons you would/will/do work.

Topic One: WORK

Issue B: PERCEPTIONS AND CHOICES IN THE WORK WORLD

Activity 1: Occupational Status

Date Due:

Prerequisite: Activity A-1

Occupational Status

Directions

The following is a list of several occupations. Rank order these occupations on the basis of their importance according to your opinion. Place a 1 by the most important occupation, a 2 by the next most important, and so forth until you place a 16 by the occupation which you consider to have the least importance.

Rank	
____	Butcher
____	Carpenter
____	Cashier
____	Clergyman
____	Construction Worker
____	Cook (except private household)
____	Engineer
____	Farmer
____	Health Service Worker
____	Nurse, professional
____	Physician
____	Salesperson
____	Secretary
____	Teacher
____	Truck Driver
____	Waiter & Waitress

Now place an M beside those occupations you think are mostly for men and an F beside those occupations you think are mostly for women.

Do males or females seem to have the jobs you considered to be most important? Why?

Topic One: WORK

Issue B: PERCEPTIONS AND CHOICES IN THE WORK WORLD

Activity 2: Class Occupational Ranking

Date Due:

Prerequisite: Activity B-1

Class Occupational Ranking

Directions

The teacher will help the class put the individual rankings together into one ranking. In addition to this class ranking, the teacher will help the class construct a ranking for both the male and female responses. In a class discussion, using the three class rankings and your own individual response, consider the following questions. NOTE: Be careful not to fall into believing that your rankings or one of the three class rankings is a correct or good ranking. These rankings are only opinions, they have nothing to do with correctness. There is no "right" or "wrong" answer.

1. What makes an occupation more important than another occupation?
2. What were your reasons for ranking the occupations as you did?
3. How did your rankings differ from the class rankings? Why did they differ, if they did?
4. Are the class, female and male, rankings different or similar?
5. In what ways are the three class rankings different or similar? Can you give an explanation for any differences which may have shown up?

Topic One: WORK

Issue B: PERCEPTIONS AND CHOICES IN THE WORK WORLD

Activity 3: Female/Male Differences in Occupational Status

Date Due:

Prerequisite: Activity B-1

Female/Male Differences in Occupational Status

Directions

The occupations which you and your classmates have rank-ordered appear in the table below. This table gives you the percentage of women and men in 1970 in each of the occupations which you ranked.

	Percent Women	Percent Men
Butcher	6	94
Carpenter	1	99
Cashier	83	17
Clergyman	3	97
Construction Worker	2	98
Cook (except private household)	62	38
Engineer	5	95
Farmer	5	95
Health Service Worker	88	12
Nurse, professional	97	3
Physician	9	91
Salesperson	55	45
Secretary	97	3
Teacher	84	16
Truck Driver	1	99
Waiter & Waitress	88	12

Compare your rankings and the class's rankings with this data about percent of men and women in each occupation. Read and answer the following questions before discussing them in class.

1. In general, are the occupations which you ranked high dominated by men or women? Also, are the occupations you ranked low dominated by men or women?
2. If there were differences between the female and male rankings, does this information on percent of men and women in each occupation help to explain any of these differences?
3. What conclusions can you draw about the importance of woman's work and man's work?
4. What conclusions can you draw about an individual's feelings of worth in their work? How do you think women in the above jobs would feel? How do you think men in the above jobs would feel?

Topic One: WORK Issue C: WORK IN THE HOME Activity 1: Who Does Housework	Date Due: Prerequisite:

Who Does Housework

Directions

Consider who performs each household task in your home. List these tasks in the appropriate column below. Then answer the questions below, using the information you have recorded about your home.

Female Tasks	Male Tasks
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Questions

1. Were the males ever washing dishes or ironing?

_____

2. Were the females ever mowing the lawn or fixing electrical appliances?

_____

3. What are the characteristics of the work pattern in your home? How would you characterize those tasks which appear most often in the female column and those in the male column?

_____

_____

_____

_____

4. Which of these tasks do you enjoy doing and why?

_____

_____

5. Do you have any household responsibilities which are regular? What difference does it make if they are regular responsibilities?

_____

_____

_____

6. Who is expected to be responsible for housework in your home? Why?

_____

7. How necessary are household duties (planning meals, grocery shopping, cooking, cleaning, ironing, and so forth) to the efficient daily functioning of family members? How many persons share this responsibility?

_____

_____

_____

_____

Topic One: WORK Issue C: WORK IN THE HOME Activity 2: Home Observation	Date Due: Prerequisite:

Home Observation

Directions

In order to complete this activity, you will need to spend an afternoon and evening or a Saturday observing a person in your home who performs household tasks. Fill out the form on the following page while you observe the working person. Be careful to note how many different tasks the worker performs and how much time is required to complete each task. Also record any additional observations such as special supplies which are needed for each task, the amount of time required to get set up to perform the task, and the time required to put away supplies or clean up. You may find it helpful to break each task down into its required steps. If you do not understand why something is being done, do not hesitate to ask.

After you have completed the form, answer the following questions. Your answers should be based on the information you have gathered.

1. How many different tasks did this person perform while you observed them?

   _____

2. What was the total amount of time spent on these household duties? Add the "Time Spent on Task" column.

   _____

3. If the person you observed was paid the minimum wage for the time spent doing household work, how much would they have earned the day you observed them?

   _____ total time X $2.30/hour = $_____

4. Consider why each task was performed. List the reasons for and/or consequences of completing four of these tasks. For example, washing dishes gets the dishes ready for use in the future, eliminates germs which may cause illness, may improve the appearance of the kitchen, organizes the dishes and utensils so that food preparation is simplified, is necessary for maintenance of family routine.

1. Name of person observed: _____

2. Does this person have another job? _____Yes _____No

_____Part-Time _____Full-Time

3. What is the total number of people who live at your home?

____adults ____elderly ____teenagers ____children 6-12 ____infants

TASK	TIME SPENT ON TASK	ADDITIONAL OBSERVATIONS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Topic One: WORK
Issue C: WORK IN THE HOME
Activity 3: Housework Is...

Date Due:

Prerequisite: Activity C-1 or 2

Housework Is...

Directions

For each statement below, decide which answer best describes your conclusions about household work. Check the appropriate answer.

	Usually	Often	Some-times	Occasion-ally	Rarely	Never
1. Household work is complicated						
2. Household work is time-consuming						
3. Household work is tiring						
4. Household work requires organization						
5. Household work is easy						
6. Household work is fun						
7. Household work is simple						
8. Household work requires much energy						
9. Household work is work						
10. Household work should be work for pay						

Topic One: WORK Issue C: WORK IN THE HOME Activity 4: The Value of Housework	Date Due: Prerequisite: Activity C-1 or 2

The Value of Housework

Directions

Examine the following table that displays the calculated worth of time contributed to household work for families in which there is a working adult male and working adult female. Then answer the questions.

AVERAGE ANNUAL DOLLAR VALUE OF TIME CONTRIBUTED BY VARIOUS FAMILY MEMBERS IN ALL HOUSEHOLD WORK

Number of children	Age of Adult female or youngest child	Value of time contributed by --					
		Adult female who works as homemaker			Adult female who works outside home		
	Wife	Wife	Husband	Child 12-17[1]	Wife	Husband	Child 12-17[1]
		Dollars	Dollars	Dollars	Dollars	Dollars	Dollars
None	Under 25	3,900	700	---	2,600	1,100	---
	25-39	4,500	900	---	2,800	1,100	---
	40-54	4,600	1,200	---	3,200	600	---
	55 and over	4,100	1,600	---	3,200	900	---
	Youngest child						
1	12-17	5,300	1,600	900	3,700	1,400	800
	6-11	5,200	1,200	---	4,400	900	---
	2-5	5,200	1,400	---	3,600	1,200	---
	1	5,900	1,400	---	5,000	400	---
	Under 1	6,600	1,300	---	(2)	(2)	---
2	12-17	5,600	1,300	700	3,600	1,300	900
	6-11	5,600	1,300	600	4,100	1,200	700
	2-5	6,400	1,300	600	4,800	1,400	900
	1	6,900	1,300	(2)	4,900	2,800	(2)
	Under 1	7,600	1,200	(2)	6,200	1,300	(2)
4	12-17	4,700	800	700	4,600	1,000	1,000
	6-11	6,100	1,100	800	4,100	700	600
	2-5	7,000	1,200	600	(2)	(2)	(2)
	1	6,800	1,500	800	(2)	(2)	(2)
	Under 1	8,400	1,700	(2)	(2)	(2)	(2)

1 Values for children are for each child in family.

2 Sample too small for estimate.

Source: Data collected by New York State College of Human Ecology, Cornell University. Included 1,318 urban-suburban households, Syracuse N.Y., 1967-68 and 60 rural households, Cortland County, N.Y., 1971. Based on 1971 wage rates.

Questions

1. Using the table above, how much does the person who does most of the housework in your home "earn" per year? Use the closest number of children to your family.

_____

2. In the table above, complete the Sum column by adding the wife's, husband's and child's "earnings." The first few are done for you as an example.

3. Do you think a person should be paid for performing household tasks? Why? Why not?

_____

4. What effect would payment for household work have on the recognition and status of the household worker?

_____

_____

5. What effect would payment for household work have on the occupational choices of both women and men?

_____

_____

Topic One: WORK

Issue D: VOLUNTEER WORK

Activity 1: Questions on Work

Date Due:

Prerequisite:

Questions on Volunteer Work

Directions

The following list of questions can be discussed in class.

1. What are some of the volunteer groups in your school? In your community?
2. Who are the members (age, gender, etc.) of these groups? (Call and ask)
3. What are some examples of important volunteer work in the history of America?
4. Can you find information about the total worth of volunteer efforts?
5. What satisfactions can be received from volunteer work?
6. Is volunteer work a serious commitment or just a diversion?
7. How important to society is volunteer work?
8. Is it necessary to work for wages to be considered a contributor to the functioning of society?
9. Does volunteering still make sense for American women or is it counterproductive to the aspirations of women today?
10. Does volunteering still make sense for American men or is it counterproductive to the aspirations of men today?

Teacher Materials

TOPIC TWO: BELIEFS ABOUT WORKING WOMEN AND MEN

Introduction

The concepts of stereotyping and discrimination are addressed through the materials included in this unit. These two concepts are as critical as the concept of work because these are the specific problems addressed in this workbook. The notion is to expose the stereotypes held by students and members of students' families relative to work. This does not imply that all stereotypes are wrong. Rather, categorizing or grouping people according to some characteristic which all persons in that category hold in common is one of the mechanisms human beings use to order their lives. The potential difficulty arises after categorization when people within a category are often thought to share not only the common characteristics upon which they were grouped, but also are thought--often incorrectly--to share behaviors, abilities or traits. These latter beliefs or judgments are called stereotypes. Unfortunately, stereotypes are oversimplified and often false descriptions of the people in that category.

Stereotypes influence behavior in several ways. First, they influence the way persons behave toward those about whom the stereotype is held. Second, they influence the behavior of those persons who have been stereotyped. When persons are treated differently because they belong to a category of people about which a stereotype is held, discrimination has occurred. Discrimination serves to restrict or deny the rights, privileges and choices of those persons who are discriminated against. When the rights of certain categories of people are abridged, these categories of people may be referred to as minority groups.

Perhaps the most pressing problem in this sense is the plight of women. Even though they constitute 52% of the U.S. population, they are denied rights and privileges based on false stereotypes. Hundreds of examples are available including differential salaries and property rights.

Specific Objectives

The specific objectives addressed through the materials included under this topic are as follows:

Cognitive

1. Given a myth or a misconception, students will explain in less than one written page (30 minutes) the associated "reality" for three of any five of the instances included in the text. (75% of the students at the 80% level of accuracy)

2. Students will cite three personal examples of sex stereotyping or sex discrimination they have noticed to support their written paragraph definition of either discrimination or stereotyping. (75% of the students at the 66% level of accuracy)

3. Given four ads, at least one of which exhibits stereotypic behavior, students will be able to verbally indicate which ad is "guilty" and suggest why. (75% of the students at unspecified level of accuracy)

4. Students will draw individual conclusions based on textual information about the comparison of women who work outside the home to men and women who work outside the home to women who work at home. (60% of the students at unspecified level of accuracy)

5. Students will recall in written form, in 10 minutes of class time, at least three text examples of how sex stereotyping injures males. (75% of the students at the 66% level of accuracy).

Affective

1. Students will volunteer verbally that their attitude on the subject of stereotypic beliefs has changed. (25% of the students)

2. Students will voluntarily suggest several of their own stereotypes and suggest how they may have been acquired. (25% of the students)

Specific Concepts or Skills

The key concepts that must be stressed in this unit of materials include (a) category: (b) stereotype; (c) discrimination; and (d) sexism. These are emphasized throughout the materials.

The specific skills that students need are analytic and include visual and reading skills. Students are asked to apply the information base gained during the first several activities within each issue to later activities included under that issue.

Teaching Suggestions

It is critical that the teacher read and become familiar with the materials and ideas included in this unit. The important concepts must be understood by instructors and students. It is further suggested that the teacher consider the additional exercises and answer the questions in the activities.

It is important to be supportive of the students in your class, since they are being asked to examine their own stereotypes and prejudices about work and about women and men at work. Consciousness-raising sessions in the classroom are often instructive ways of presenting the topic of discrimination. Encourage all students to admit their prejudices and personal stereotypes. You might consider asking them to write down their work and sex related prejudices and stereotypes in the supportive atmosphere of the classroom. Follow up this activity by discussing the different prejudices and stereotypes that students volunteer in class. Then ask them to evaluate the truth of the stereotypes. Students will often say that a particular stereotype is true because they know one or two people who fit the stereotype. When this occurs, be quick to point out the error in generalizing from two people to a large group. Emphasize the importance of judging people on their own merits irrespective of the minority group to which they belong. If there are some who fail to see the error in generalizing, steer the discussion toward the detrimental effects of discrimination and encourage the person to empathize with those who are targets of discrimination.

A discussion of self-concept and how discrimination affects it would also help to strengthen student understanding of this unit. Point out the importance of a healthy self-concept to a happy and fulfilling life. If will also be helpful to examine the many ways in which stereotypes and stereotypic behaviors are taught by various institutions and activities within our society.

A number of additional activities may be useful as supporting materials for this unit of materials. One excellent exercise is to ask students to keep a log for one week of the stereotypes they encounter. Ask students to write out possible responses they might use when they hear or see someone using/demonstrating the stereotypes.

A second exercise requires students to watch one hour of television during the family viewing time (7:00 - 9:00) one night. Students must list ten behaviors that are identified as male behaviors and ten behaviors that are identified as female behaviors based on that segment of television. Additionally, students should list specifically how each behavior was taught or supported. Have students fill in a chart like the one below.

BEHAVIOR	HOW WAS BEHAVIOR TAUGHT/SUPPORTED
Male	Male
1 : : 10	
Female	Female
1 : : 10	

In class, discuss why these behaviors are considered female or male behaviors and why they may have been learned.

A last additional activity that could strengthen student understanding of this unit involves arranging field trips to businesses, hospitals, factories, homes and professional offices to observe and question women and men at work. Students could even conduct a brief attitude survey concerning myths, child care, job satisfaction and so forth. The results could be published in the school newspaper.

Evaluation Suggestions

Two types of evaluation seem to be particularly relevant to this unit of materials. First, the instructor might quiz students on the meaning of stereotypes and discrimination, particularly in terms of myths and misconceptions about women and/or men in work. A second alternative would be to ask students to observe, record and evaluate instances of stereotyping and discrimination they notice in the course of a week. Such observation would include the media, the school, the community and work. A last alternative would be to use either of the last two "additional activities" suggested above as class or group projects.

Teacher Directions For Specific Activities

The directions for the activities in this section are self-explanatory. It is important to emphasize that sex stereotyping, sex bias and sex discrimination are injurious to women and men.

Student Materials

Specific Objectives: Topic Two, BELIEFS ABOUT WORKING WOMEN AND MEN

1. Given a myth or a misconception, you will correctly state and explain in less than one written page (30 minutes) the associated "reality" for three of any five of the instances included in the text.

2. You will cite three personal examples of sex stereotyping or sex discrimination you have noticed to support your written paragraph definition of either discrimination or stereotyping.

3. Given four ads, at least one of which exhibits stereotypic behavior, you will be able to verbally indicate which ad is "guilty" and suggest why.

4. You will draw individual conclusions based on textual information about the comparison of women who work outside the home to men and women who work outside the home to women who work at home.

5. You will recall in written form, in 10 minutes of class time, at least 3 text examples of how sex stereotyping injures males.

Assignment Sheet: Topic Two, BELIEFS ABOUT WORKING WOMEN AND MEN

Issue/Activity	Assigned	Date Completed
Stereotypes About Working Men and Women	_____	_____
Introductory Materials	_____	_____
Personal Stereotypes	_____	_____
Perceived Male/Female Differences	_____	_____
Perceived Female Stereotypes	_____	_____
Class Comparison of Responses	_____	_____
Perceived Male Stereotypes	_____	_____
Typical Stereotypes	_____	_____
Stereotypes in Ads	_____	_____
Misconceptions About Working Women and Men		
Myths and Misconceptions	_____	_____
Family Misconceptions About Working Women	_____	_____
The Case of Working Men	_____	_____

Topic Two: BELIEFS ABOUT WORKING WOMEN AND MEN

Issue E: STEREOTYPES ABOUT WORKING WOMEN AND MEN

Activity 1: Introductory Materials

Date Due:

Prerequisite:

Introductory Materials

Directions

Please read the following materials.

Stereotypes are our beliefs or judgments about what we think people within a certain category are like. Categories of people are created by placing persons into groups according to some characteristic they have in common. The characteristic upon which the category is based may be a readily observable characteristic such as race, hair color, height, age, beauty, or sex or it may be a less observable characteristic such as religion, accent, musical talent, or occupation. Here are several examples of categories of people:

- People who own cars
- People with blue eyes
- People of a certain age
- People who believe in a particular faith
- People with the same skin color
- People who play basketball

Stereotypes are our beliefs or judgments about the behaviors, abilities or traits of people in certain categories. That is, a stereotype reflects what we think people in particular categories are like. A stereotype leads us to believe that in regard to particular behaviors, abilities or traits of all the people in the category are identical. Stereotypes are more often than not based on mistaken or irrelevant considerations. That is, the characteristic(s) which defines a category of people is related to behaviors, abilities, or traits to which the characteristic(s) has no relation. Thus, such characteristics as skin color, hair color, religious belief, sex, age, or national origin are mistakenly used to indicate qualities of that category of people.

Stereotypes oversimplify the characteristics of particular categories of people. That is, stereotypes emphasize only selected traits of the group of people. A stereotype is not only an oversimplified description of a particular group but also may be -- and in most cases is -- a false description of the category of people.

Stereotypes influence our behaviors and, in particular, our actions toward other people. That is, stereotypes tell us what behaviors, abilities or traits to expect from people of the stereotyped category. Several examples of how stereotypes we hold may influence our behavior are provided below.

A. If we believe the stereotype that "female students have pretty hand writing," then we may ask only females to make posters and take minutes at meetings.

B. If we believe the stereotype that "people who wear glasses are bookworms and non-athletic," then we may not pick them to be on our team.

C. If we believe the stereotype that "foreign doctors are not competent," then we may not make an appointment with an oriental or Latin American doctor.

D. If we believe the stereotype that "blondes have more fun," then we may bleach our hair.

E. If we believe the stereotype that "actors and actresses lead exciting lives," we may decide to study drama in order to become an actor or actress.

Discrimination is treating people differently because they belong to a category of people about which we have a stereotype. Placing people in categories because of characteristics which they have in common is NOT discrimination. We all notice that people have different characteristics. Further, discrimination does NOT necessarily occur if we hold a stereotype about a category of people. Discrimination occurs when we observe a characteristic in people and then treat them differently because we hold a stereotype about the behaviors, abilities or traits of people having this characteristic. Usually, discrimination restricts or denies the rights, privileges and choices of those people who are targets of discrimination. When stereotypes are applied to people and those people are treated differently because of their sex, this is called sexism, sex discrimination, or sex bias.

Sex bias, the most inclusive of these terms, also occurs because of some misconceptions or misunderstandings about the real world. These incorrect perceptions may describe some individual instances; however, they do not apply in all circumstances.

SELF CHECK QUESTIONS

1. Categories of people are created by placing persons into groups according to some (circle one answer)

   a. behavior they have in common
   b. physical trait they all have
   c. belief or value they share
   d. activity in which they all participate
   e. all of the above

2. _____ are our beliefs or judgments about what we think people within a certain category are like.

3. Which of the following are examples of stereotypes? (Circle your answers)

   a. Texans are big spenders.
   b. Two out of three children have colds in the winter.
   c. Left-handed people are more creative than right-handed people.
   d. Maids are lazy.
   e. Professional football players in the NFL are men.
   f. Engineers have technical creativity but lack artistic creativity.
   g. Librarians are "old maids."

4. A stereotype not only is an oversimplified description of a particular category of people but also is most often a(n) _____ description.

5. When an individual treats someone differently because of some stereotyped ideas he/she has about that person, this is called _____.

6. Usually discrimination _____ or _____ the rights, privileges and choices of those people who are discriminated against.

1. e; 2. stereotypes; 3. a,c,d,f,g; 4. false; 5. discrimination; 6. restricts, denies

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Topic Two: BELIEFS ABOUT WORKING WOMEN AND MEN Issue E: STEREOTYPES ABOUT WORKING WOMEN AND MEN Activity 2: Personal Stereotypes	Date Due: Prerequisite: Activity E-1

Personal Stereotypes

Directions

The following is a list of some stereotypes we may hold. Read this list, then write at least five more examples of stereotypes. We may believe that: (1) people who own dogs are warm-natured; (2) basketball players are dumb; (3) college students have long hair; (4) seventh graders are silly; (5) Scotsmen are thrifty; (6) fat people are jolly; (7) redheads have fierce tempers.

1. _____

2. _____

3. _____

4. _____

5. _____

* Where do you you suppose that you learned these stereotypes?

* How valid do you think they are?

* Why?

* Plan a strategy to overcome your misconceptions.

Topic Two: BELIEFS ABOUT WORKING WOMEN AND MEN

Issue E: STEREOTYPES ABOUT WORKING WOMEN AND MEN

Activity 3: Perceived Male/ Female Differences

Date Due:

Prerequisite: Activity E-1

Perceived Male/Female Differences

Directions

Place a check in the appropriate box opposite each trait listed below.

When compared TO WORKING MEN:

WORKING WOMEN ARE:	Much Less Often	Somewhat Less Often	About Equally Often	Somewhat More Often	Much More Often
1. confident					
2. dedicated					
3. strong					
4. intelligent					
5. organized					
6. industrious					
7. competitive					
8. accurate					
9. dependent					
10. fearful					
11. considerate					
12. irresponsible					
13. determined					
14. materialistic					
15. emotional					

Topic Two: BELIEFS ABOUT WORKING WOMEN AND MEN Issue E: STEREOTYPES ABOUT WORKING WOMEN AND MEN Activity 4: Perceived Female Stereotypes	Date Due: Prerequisite: Activities E-1,3

Perceived Female Stereotypes

Directions

Place a check in the appropriate box opposite each trait listed below.

When compared TO WOMEN WHO WORK IN THE HOME:

WOMEN WHO WORK OUTSIDE THE HOME ARE:	Much Less Often	Somewhat Less Often	About Equally Often	Somewhat More Often	Much More Often
1. ambitious					
2. dependent					
3. fearful					
4. lazy					
5. strong					
6. confident					
7. happy					
8. dedicated					
9. intelligent					
10. artistic					
11. materialistic					
12. emotional					
13. sensitive					
14. irresponsible					
15. competitive					

Topic Two: BELIEFS ABOUT WORKING WOMEN AND MEN Issue E: STEREOTYPES ABOUT WORKING WOMEN AND MEN Activity 5: Class Discussion	Date Due: Prerequisite: Activities E-1, 3, and 4

Class Discussion

Directions

In a short paragraph, explain the reasons for your responses in the previous exercises.

Now look back at your responses to Activities 3 and 4 of this issue.

Your teacher will assist the class in compiling the class responses. This will enable you to compare your individual responses to the responses of your classmates. Do you hold more or fewer stereotypes about women who work outside the home than your classmates? Are your stereotypes about women who work outside the home more or less extreme than your classmates? How do your stereotypes compare to those of your classmates with regard to how strongly you hold them.

What are your stereotypes about working men? How do these compare to women who work outside the home? Are they justified? Are they fair to men?

Topic Two: BELIEFS ABOUT WORKING WOMEN AND MEN Issue E: STEREOTYPES ABOUT WORKING WOMEN AND MEN Activity G: Perceived Male Stereotypes	Date Due: Prerequisite: Activity E-1

Perceived Male Stereotypes

Directions

The following statements are current practices based on the stereotypic ways males act and/or are expected to act in contemporary society. For each statement, try to think of (a) an example that confirms the situation, (b) an exception to the rule, (c) the cause of the situation and (d) some strategy for overcoming the situation.

1. Men are strong, industrious, and competitive.

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

2. Men are unemotional, cool and clear thinking.

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

3. Men are expected to "have the answer" or "be an expert" on almost any and every topic.

   a) example _____

   b) exception _____

   c) cause _____

   d) strategy _____

4. A man's value, success, and self-worth are determined by the money, status and power he has.

a) example _____

b) exception _____

c) cause _____

d) strategy _____

5. The man's natural role in a family is to be the "provider."

a) example _____

b) exception _____

c) cause _____

d) strategy _____

6. A man is not a man if he does not have a job.

a) example _____

b) exception _____

c) cause _____

d) strategy _____

7. Men are supposed to defend women's and children's honor, usually physically.

a) example _____

b) exception _____

c) cause _____

d) strategy _____

8. Men are expected to take few responsibilities in child rearing other than discipline and provision of material needs.

a) example _____

b) exception _____

c) cause _____

d) strategy _____

9. Men who cry, or who don't enjoy sports or who are not supermen are weak.

a) example _____

b) exception _____

c) cause _____

d) strategy _____

10. In relationships with women, men are expected to be the aggressor.

a) example _____

b) exception _____

c) cause _____

d) strategy _____

Topic Two: BELIEFS ABOUT WORKING WOMEN AND MEN Issue E: STEREOTYPES ABOUT WORKING WOMEN AND MEN Activity 7: Typical Stereotypes	Date Due: Prerequisite:

Typical Stereotypes

Directions

The following pictures suggest several typical kinds of job stereotyping. Explain in the space provided below how each picture illustrates job stereotyping.

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Topic Two: BELIEFS ABOUT WORKING WOMEN AND MEN

Issue E: STEREOTYPES ABOUT WORKING WOMEN AND MEN

Activity 8: Stereotypes In Ads

Date Due:

Prerequisite: Activity E-1

Stereotypes In Ads

Directions

Find a popular magazine and examine the ads looking for instances of sex stereotyping, particularly as they relate to work. List the instances in the space below and then answer the accompanying questions.

_____

_____

_____

_____

1. How many ads feature men? _____

2. How many ads feature women? _____

3. List the types of jobs or activities in which the men are involved.

_____ _____

_____ _____

_____ _____

4. List the types of jobs or activities in which the women are involved.

_____ _____

_____ _____

_____ _____

5. What is the relationship between male and female employees when pictured in the same ad? Are the women and/or men pictured in a subordinate role?

_____

_____

_____

6. Explain how ads for commercial products influence female and male images about work. Consider types of jobs and roles, appearances, working environment, skills illustrated and so forth in your explanation.

_____

_____

_____

_____

_____

_____

Topic Two: BELIEFS ABOUT WORKING WOMEN AND MEN

Issue F: MISCONCEPTIONS ABOUT WORKING WOMEN AND MEN

Activity 1: Myths and Misconceptions: Women

Date Due:

Prerequisite: Activity E-1

Myths and Misconceptions: Women

Directions

Listed below is a series of statements entitled, "Misconceptions or Facts?" Please indicate beside each numbered statement whether you think that statement is a "misconception" or a "fact" by writing an "M" for misconception or an "F" for fact in the blank beside each phrase.

Misconceptions or Facts?

_____1. A woman's place is in the home.

_____2. Women aren't seriously attached to the labor force; they work only for extra pocket money.

_____3. Women are out ill more than men workers; therefore, they cost the company more.

_____4. Women have a higher turnover rate than men.

_____5. Women don't work as long or as regularly as men; therefore, their training is costly, and largely wasted.

_____6. Women take jobs away from men; women should quit the jobs they now hold.

_____7. Women should stick to "women's jobs," and should not compete for "men's jobs."

_____8. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.

_____9. Women get married, then quit work.

_____10. Women are unfit for positions of responsibility.

_____11. Women are not career oriented.

_____12. Men don't like to work for women supervisors.

_____13. Women won't travel in a job.

_____14. Children of working mothers are more likely to become troublemakers than children of non-working mothers.

_____15. Housewives are happy women.

_____16. Education is wasted on women.

After you have completed indicating whether these are facts or misconceptions, your teacher will have the class vote on each statement and record the number of females, the number of males and the total number of students who believe it is a "fact" and the number who believe it is a "misconception." Then discuss the following questions.

1. Is there a difference in the way male and female students responded? If so, can you explain this difference?

2. What were your considerations as you made your decision about whether the statements were misconceptions or facts? What makes a statement a fact? A misconception?

3. How have the statements you decided were misconceptions hindered women's employment choices and opportunities?

4. What evidence can you give to support your decision about those statements you decided were facts?

Now turn to the following pages and read the correct response to each statement. Was it a fact or misconception? Were you correct or incorrect, and do you know why?

Fantasies or Facts? of Women's Employment

Fantasy	Fact
1. A woman's place is in the home.	Homemaking, for most people, is no longer a full-time job. Labor saving devices have lightened or eliminated much work around the home. Many goods and services formerly produced in the home are now commercially available. More than half of all women between the ages of 18 and 64 are in the labor force. Studies show that 9 out of 10 women will work at some time in their lives.
2. Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, over half were working because of economic need. They were either single, widowed, divorced, separated, or had husbands whose earnings were less than $7,000 a year. (It is frequently a wife's earnings which raise a family out of poverty.) Many employers try to justify paying a woman less by saying that women work only to supplement their husband's or parent's income. However, this makes as much sense as paying a man a lower salary if his wife has a substantial income. Regardless of the economic need of a woman, it is unjust for her to receive less pay than a man at the same job.
3. Women are out ill more than men workers; therefore, they cost the company more.	A recent Public Health Service study shows little difference in the absentee rates of men and women due to illness or injury. An average of 5.6 days a year were lost by women and 5.2 days by men in the same period. The study points out that men tended to lose time because of chronic illnesses while women lost time mainly because of acute illnesses. Because of this fact, the total loss caused by women's absences was about the same as that caused by men's absences.

4. Women have a higher turnover rate than men.

Many employers believe that women will not stay at a job for more than a year or two, and on this basis refuse to train or hire women for higher paying positions. But, studies on labor turnover indicate the net differences for men and women are small. William H. Brown III, Chairman of the U.S. Equal Opportunity Commission, states what the U.S. Department of Labor has been telling employers for a long time: "A high turnover rate is often attributed to women but study after study proves that turnover is more closely related to the kind of job and its salary than to the sex of the employee. Women appear to have a higher turnover rate than men because they predominate in many low skilled and low paying jobs. The fact is, men and women doing similar work have no significant difference in turnover."

5. Women don't work as long or as regularly as men; therefore, their training is costly, and largely wasted.

A declining number of women leave work for marriage and children. Among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker can be expected to work for 25 years, as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

6. Women take jobs away from men; so women should quit the jobs they now hold.

There were 19.8 million <u>married</u> women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skills necessary for many of the jobs held by women, such as secretaries, teachers, and nurses.

In addition, the majority of the seven million single women support themselves, and the 5.9 million widowed, divorced, or separated women women support themselves and their families. They also need jobs.

7. Women should stick to "women's jobs," and should not compete for "men's jobs."

Job requirements today, with only rare exceptions such as for actors and actresses, are unrelated to sex. Tradition, not job content, has led to the stereotyping of certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2 of the areas.

8. Women don't want responsibility on the job; they prefer not to have promotions or job changes which add to their load.

Actually few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities as well as personal and family responsibilities. In 1973, 4.7 million women held professional and technical jobs; another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory positions at all levels in offices and factories.

9. Women get married, then quit work.

Sixty percent of working women are married, and one-third of all mothers work.

10. Women are unfit for positions of responsibility.

In a survey of firms with women executives, the Women's Bureau, U.S. Department of Labor, reported that none of the firms rated the woman's performance as unsatisfactory; fifty percent rated them as adequate; forty-two percent rated

them the same as their predecessors; and eight percent rated them better than their predecessors.

Men's preconceived notions of what a woman should be are responsible for this myth. Often when a woman demonstrates qualities of leadership and assertiveness which would be praised in a man, she is considered pushy and unfeminine.

11. Women are not career oriented.

A study reported by Psychology Today asked, "If you had enough money to live comfortably, would you continue to work?" Fifty-seven percent of the women and seventy-four percent of the men said yes.

Studies have shown that often a woman seems to lack ambition because of the realistic view of the promotions the company will give her. Women do accept low-paying, dead-end jobs -- these are often the only kinds of jobs open to them.

12. Men don't like to work for women supervisors.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable.

13. Women won't travel in a job.

A willingness to travel depends on the individual, not on sex. But many employers feel women need to be protected and not allowed to travel for business purposes, even though thousands of women travel by themselves for personal reasons.

Furthermore, employers often feel they cannot ask a married woman to travel because she would be separated from her family for a few days. These same employers do not hesitate to require the same separation of a man, asking him to travel.

14. Children of working mothers are more likely to become troublemakers than children of non-working mothers.	Studies show that the employment status of a mother is not related to the child's adjustment. It is the quality of a mother's care, not the time spent on such care, that is of major significance. Furthermore, as long as employers continue to deny employment to women with young children, there will be no incentive to develop methods of child care.
15. Housewives are happy women.	Housewives are 60 times more likely to become depressed than single women.
16. Education is wasted on women.	Nine out of ten women will spend 25 or more years working. Studies show the more education a woman has, the more likely she is to work.

Sources: Adapted from U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Educational Challenges, Inc., Boston Women's Collective, Inc.

Topic Two: BELIEFS ABOUT WORKING WOMEN AND MEN Issue F: MISCONCEPTIONS ABOUT WORKING WOMEN AND MEN Activity 2: Family Misconceptions About Working Women	Date Due: Prerequisite: Activities E-1, F-1

Family Misconceptions About Working Women

Directions

Take the attached duplicate of "Facts or Misconceptions" home and ask a male and a female in your home to indicate whether each statement is a fact or misconception. In class, summarize the responses all students have gotten at home according to whether the respondents were male or female. Is there a difference between the responses of females and males? Why or why not?

It would be beneficial for the respondents to read the "facts" after filling out the form.

Facts or Misconceptions?

Have a male in your home indicate whether each statement is a fact or misconception by writing the appropriate term in the blank provided.

_____1. A woman's place is in the home.

_____2. Women aren't seriously attached to the labor force; they work only for extra pocket money.

_____3. Women are out ill more than men workers; therefore, they cost the company more.

_____4. Women have a higher turnover rate than men.

_____5. Women don't work as long or as regularly as men; therefore, their training is costly, and largely wasted.

_____6. Women take jobs away from men; women should quit the jobs they now hold.

_____7. Women should stick to "women's jobs," and should not compete for "men's jobs."

_____8. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.

_____9. Women get married, then quit work.

_____10. Women are unfit for positions of responsibility.

_____11. Women are not career oriented.

_____12. Men don't like to work for women supervisors.

_____13. Women won't travel in a job.

_____14. Children of working mothers are more likely to become troublemakers than children of non-working mothers.

_____15. Housewives are happy women.

_____16. Education is wasted on women.

Facts or Misconceptions?

Have a female in your home indicate whether each statement is a fact or misconception by writing the appropriate term in the blank provided.

_____1. A woman's place is in the home.

_____2. Women aren't seriously attached to the labor force; they work only for extra pocket money.

_____3. Women are out ill more than men workers; therefore, they cost the company more.

_____4. Women have a higher turnover rate than men.

_____5. Women don't work as long or as regularly as men; therefore, their training is costly, and largely wasted.

_____6. Women take jobs away from men; women should quit the jobs they now hold.

_____7. Women should stick to "women's jobs," and should not compete for "men's jobs."

_____8. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.

_____9. Women get married, then quit work.

_____10. Women are unfit for positions of responsibility.

_____11. Women are not career oriented.

_____12. Men don't like to work for women supervisors.

_____13. Women won't travel in a job.

_____14. Children of working mothers are more likely to become troublemakers than children of non-working mothers.

_____15. Housewives are happy women.

_____16. Education is wasted on women.

Topic Two: BELIEFS ABOUT WORKING WOMEN AND MEN Issue F: MISCONCEPTIONS ABOUT WORKING WOMEN AND MEN Activity 3: The Case On Men	Date Due: Prerequisite: E-1

The Case On Men

Directions

Men are affected at least as much by occupational stereotyping as women. The ways men are affected, however, are sometimes more subtle and insidious. The following are short explanations of some male stereotypes associated with work. As you read the list, think about how these stereotypes developed. After reading the list, use the survey form to conduct a survey in (a) another class in your school, (b) your family, (c) a telephone survey to determine how many people agree with the stereotype and how strongly. Count this number for each question for women and for men and compare your findings.

1. In order for a man to be fulfilled, he must have a job outside the home.
2. A man's value, success and self-worth are determined by the money, status and power he acquires through a job.
3. The most important qualities in a man are strength of will and determined ambition.
4. Men should be in positions of authority and decision-making.
5. If a man's mate is working, it is easier for him to question work policies and practices without being fired.
6. The principal reason for men working is to provide material goods for their families.
7. Aggressiveness is the mark of a successful man.

SURVEY FORM

Group Surveyed _____

Number in Group _____ Total Females _____ Total Males _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. In order for a man to be fulfilled, he must have a job outside the home.	__F __M __Total	__F __M __Total	__F __M __Total	__F __M __Total
2. A man's value, success and self-worth are determined by the money, status and power he acquires through a job.	__F __M __Total	__F __M __Total	__F __M __Total	__F __M __Total
3. The most important qualities in a man are strength of will and determined ambition.	__F __M __Total	__F __M __Total	__F __M __Total	__F __M __Total
4. Men should be in positions of authority and decision-making.	__F __M __Total	__F __M __Total	__F __M __Total	__F __M __Total
5. If a man's mate is working, it is easier for him to question work policies and practices without being fired.	__F __M __Total	__F __M __Total	__F __M __Total	__F __M __Total
6. The principal reason for men working is to provide material goods for their families.	__F __M __Total	__F __M __Total	__F __M __Total	__F __M __Total
7. Aggressiveness is the mark of a successful man.	__F __M __Total	__F __M __Total	__F __M __Total	__F __M __Total

TOPIC THREE: LOOKING FOR A JOB

Introduction

One of the life skills that is sometimes neglected in school is job hunting techniques such as (a) systematically considering available jobs, (b) analyzing one's values, (c) reading want ads, and (d) dealing with job applications. This unit addresses these elements of job hunting to the degree that they relate to the issues of stereotyping and discrimination in the work world. The unit is of importance since sex stereotyping and sex discrimination are deeply rooted in, costly to and potentially the most difficult to eliminate in the world of work. Historically, women have been relegated to subordinate, lower paying roles and jobs. Further, while recent social legislation has provided a basis for beginning the task of eliminating such discrimination, it is only a beginning and can only be effective when applied. Further, awareness, attitudes, and interests must be expanded such that males and females have equal opportunities for growth and self expression. A first step in this process is to examine the facts of sexism in occupations.

Specific Objectives

The specific objectives which are addressed through use of these materials are as follows:

Cognitive

1. Students will analyze a want ad or job application and in 10 minutes of class time, list two instances of sex discrimination or potential areas of sex discrimination, based on notions learned in class. (80% of the students at the 80% level of accuracy)

2. Students will write, in 15 minutes of class time, three ways

through which occupational choices are restricted and cite personal examples from their own experience or imagination to support the instances.
(60% of the students at the 66% level of accuracy)

3. Students will correctly answer 8 of the 10 Self Check questions included in the written material in 15 minutes of class time.
(80% of the students at the 100% level of accuracy)

Affective

1. Students will list at least two other stereotypic behavioral expectations associated with work.
(25% of the students)

2. Students will ask an employer or a member of their household about experiences in hiring or in applying for a job, particularly as these experiences relate to sex bias.
(50% of the students)

Specific Concepts or Skills

Reading and writing skills are required by students in order to successfully complete this unit although their materials are somewhat easier than those presented in the last unit. Again, the more difficult vocabulary is included in the glossary. The concepts of greatest importance are (a) status, (b) percent, (c) stereotyping, (d) behavioral expectations, and (e) discrimination.

Teaching Suggestions

The teacher must be particularly familiar with some of the information contained in this unit. The statistical information can be confusing; it

is recommended that the conclusions and implications of the conclusions be emphasized rather than the statistics. You may need to explain what a percentage is, as well as high status and low status jobs.

Personal feelings and reactions are an excellent way of illustrating that stereotypes and prejudices carry an emotional component which persists in the face of conflicting data. You might lead the class into a discussion of how one might overcome one's prejudices even though the emotional reaction may be strong. This could be coordinated easily with Activities E-2, E-3 and H-2. Again, the idea is to actively involve the student in the learning process.

Attention must be given to the topic of how males are affected by discrimination and stereotyping in work. A number of instances of the effect on males are included in the previous unit. Emphasize wherever possible that women's rights is actually human rights and that men stand to gain as much from human liberation as women. This would be an excellent opportunity to discuss the benefits that all people, particularly men, will gain by human liberation. Among the benefits for males that bear discussion are the following:

1. Men will be freer to express all human emotions.
2. Men will be freer to find satisfying and less consuming work if they do not feel compelled to be the only provider.
3. Men will be freer to redefine themselves in ways other than work or physical activity.
4. Men will be freer to express doubt, compassion and inquisitiveness.
5. Men will be freer to develop more total relationships with women and men.
6. Men will be less dependent on external evaluation of self-worth.

7. Men can assume a more total role in family life.
8. Men will be freer of legal hardships such as child support and alimony.

One classroom activity to consider in addition to the above mentioned discussion would be to conduct a survey of the class, school or segment of the community using the following survey sheet. Students could compile the results and discuss the instances of job stereotyping they found.

SURVEY QUESTIONNAIRE

Place an M by those types of work below that you feel are for males, an F by those areas that you feel are for females, and a B beside those areas that you feel are suitable for both.

___ Commercial Cooking and Baking
___ Farm Management
___ Livestock and Poultry Technology
___ Home Economics
___ Welding
___ Decorating
___ Drafting
___ Plumbing
___ Basic Electricity
___ Radio and T.V. Repair
___ Clothing Services
___ Health Occupations
___ Child Development
___ Automotive Mechanics
___ Bricklaying
___ Machine Shop
___ Typing
___ Shorthand
___ Family Life
___ Cabinetmaking
___ Ceramics
___ Interpersonal Relations
___ Graphics
___ Tailoring

Another activity could involve working within the community. More specifically, either a group visit/survey or a panel discussion could be conducted utilizing women and men who occupy jobs in non-traditional occupations. An effort should be made to include persons with varying

types of lifestyles (i.e., married, single, divorced, children, without children, etc.), varying income levels and varying kinds of occupations. The idea is to break down stereotypes of "men's work" and "women's work." Among the questions that could be asked of such a group are: (a) What were your aspirations as a child?, (b) Why did you decide to work?, (c) How did you choose your job?, and (d) What obstacles have you faced in pursuing this type of work?

Evaluation Suggestions

Three types of evaluation are particularly appropriate for this set of materials. First, students could be quizzed on a sample of the short answer, SELF CHECK questions included in the text. Second, students could be given real or fictitious want ads and job applications and asked to analyze the language for instances of stereotyping, bias and discrimination. Third, students could be asked to write an essay, such as "discuss the effect of stereotyping in the work world, citing four examples from the text."

Teacher Directions For Specific Activities

As with previous exercises, these activities are primarily self-instructional. The instructor may choose to offer assistance in dealing with percentages, or wish to use want ads from local papers. Students should have little difficulty with these activities.

Student Materials

Specific Objectives: Topic Three, LOOKING FOR A JOB

1. You will analyze a want ad or job application and in ten minutes of class time, list two instances of sex discrimination or potential areas of sex discrimination, based on notions learned in class.

2. You will write, in 15 minutes of class time, three ways through which occupational choices are restricted and cite personal examples from your own experience or imagination to support the instances.

3. You will correctly answer 8 of the 10 self-check questions included in the written material in 15 minutes of class time.

Assignment Sheet: Topic Three, LOOKING FOR A JOB

Issue/Activity	Assigned	Date Completed
General Considerations		
Introductory Materials	_____	_____
Values in Job Searching	_____	_____
Stereotypes as a Factor Limiting Job Availability	_____	_____
Sexism in Job Titles	_____	_____
Want Ads		
Understanding Want Ads	_____	_____
Writing Want Ads	_____	_____
Job Application		
Filing an Application	_____	_____
Community Ads and Applications	_____	_____

Topic Three: LOOKING FOR A JOB Issue G: GENERAL CONSIDERATIONS Activity 1: Introductory Materials	Date Due: Prerequisite:

INTRODUCTORY MATERIALS

Directions

Read the following materials.

Finding work which you both desire and are qualified for may seem complicated, confusing, and even sometimes impossible. This process of finding employment is, however, simplified through your own efforts to discuss what work means to you, what skills and interests you have, what training and/or education you will need to perform a job, and what the benefits, consequences and conditions are for different occupations.

Sex discrimination in the employment world has kept many individuals of both sexes from considering occupations for which they may have been both enthusiastic and qualified. In making occupational choices, an individual should consider all possible occupations; in general, all occupations may be performed by either women or men. The important considerations are whether the occupation has those characteristics which you want in your work, not whether you are female or male.

Occupational choices may not be for your lifetime. Certainly training and experience have an impact on the jobs people secure. Evidence, however, suggests that typical American workers, who work outside the home will change jobs four to eight times during their working lifetime.

In the following paragraphs, a brief discussion of some of the information sources and procedures for finding a job are outlined.

Want ads are present in many publications such as newspapers, magazines, newsletters, and periodicals. They may also be found on some bulletin boards. Their purpose is to announce that a job exists. Want ads tell the reader the type of activities involved in the job, and how and where to apply for the job. Additional information is often included in want ads. This information provides the reader with a more detailed description, not only of what the employer expects the applicant to be able to do but also of what the applicant can expect with regard to such working conditions as hours and salaries.

Once a person knows of a job opening, they can apply for the job. The process of applying for a job may include one or several of the following activities: (1) filling in a job application, (2) being interviewed by the employer, (3) taking tests to determine skill and knowledge levels, (4) touring the job site, and (5) meeting to talk with present employees.

The job application form requests information about the applicant. This information is then used by employers in their decision concerning whether the applicant is to be hired. Legally the employer has the right to know only that information about an applicant which can be shown to be related to the requirements of the job.

Topic Three: LOOKING FOR A JOB Issue G: GENERAL CONSIDERATIONS Activity 2: Values In Job Searching	Date Due: Prerequisite:

VALUES IN JOB SEARCHING

Directions

Rank the values listed below in order of their importance to you in a job. The value most important to you gets a #1, the next important, a #2, etc. After you have done this, circle your top five values.

Now inspect the list of jobs supplied in the column on the right and add three jobs in which you are interested. Then match the jobs with the values you circled as your top five values. Are these the jobs you are most interested in? Do the values and jobs vary by males and females in the class? Do different values apply to jobs often thought to be typically female jobs as compared to jobs thought to be typically male jobs?

Ranking of Values	Job to Which These Apply	
___ Security	_____	Agriculture supervisor
___ Money	_____	Auto mechanic
___ Status	_____	Barber/Beauty Operator
___ Achievement	_____	Computer Programmer
___ Recognition	_____	Dental Hygienist
___ Co-Workers	_____	Homemaker
___ Working Conditions	_____	Landscape Designer
___ Fringe Benefits (Vacation time, insurance, pension plan, etc.)	_____	Lawyer
___ Leadership	_____	Musician
___ Self-Expression	_____	Public Officer

___ Variety

___ Responsibility

___ Advancement Opportunities

___ Adventure

___ Activity

___ Ability to use one's talents

___ Independence

___ Geographical Location

_____ Doctor

_____ Public School Teacher

_____ Plumber

_____ Psychiatric Technician

_____ Salesperson

_____ Secretary

_____ Waiter/Waitress

_____ _____

_____ _____

_____ _____

Topic Three: LOOKING FOR A JOB Issue G: GENERAL CONSIDERATIONS Activity 3: Stereotypic Occupational Patterns as Factors Limiting Job Availability	Date Due: Prerequisite:

STEREOTYPES AS A FACTOR LIMITING JOB AVAILABILITY

Directions

Read the following text and answer the questions contained therein.

Some of the effects of stereotyping were presented in ISSUES E and F earlier in your workbook. In addition to those effects, stereotyping creates additional problems in looking for a job. For example, women workers and men workers seem to be concentrated in specific jobs.

In the Census Bureau listing of 250 occupations, half of all working women are located in only 21 different occupations. In contrast, half of all working men are concentrated in 65 different jobs.[1] It seems that our society has stereotyped certain occupations as male and certain occupations as female, making it hard for both males and females to break out of an established pattern. The female is even more restricted because most of the jobs to which she is "confined" are low-paying.

As you can see from Table 1, below, jobs in certain areas are almost totally filled by females; furthermore, most of these do not pay exceptionally well. This seems to reflect our culture's stereotypes that women are not as competent as men, do less important work, and deserve less pay for the work they do.

Table 1: Percentage of Females in Several Occupations

(Those over 50% women: 1960-1970)

	Percentage of Females	
	1960	1970
Nurse, professional	98%	97%
Secretaries	97%	97
Private-Household Workers	96	96
Typists	95	94
Sewers and stitchers (mfg.)	94	93
Waiters and Waitresses	87	88
Teachers (elementary school)	86	84
Bookkeepers	84	81
Health Service Workers	83	88
Cashiers	78	83
Office-Machine Operators	74	73
Cooks (except private household)	64	62
Packers and Wrappers	60	60
Salespeople, Salesclerks (retail)	54	55

Research Group One Report No. 13, 1975, p. 5.

Look closely at the table and compare the 1960 figures with the 1970 figures. As you can see, there are some areas in which the percentage of women is decreasing. List them below; the first two are done for you.

1. Nurse
2. Typist
3. _____
4. _____
5. _____
6. _____

This means that men are gradually moving into some of these female-dominated professions. Unfortunately, the pay for female-dominated employment is so much lower than for male-dominated employment, many men who might otherwise be interested in non-traditional occupations are driven to male-dominated ones where the pay is better. Also, since domestic duties or occupations such as secretaries, phone operators, or nurses have become identified as women's work, men are hesitant to fill these roles. The stereotype about the capabilities of women, therefore, has its parallel stereotype which affects the choices of men. This stereotype might be stated as follows: "Men who work in occupations typically filled by women are working below their capabilities." Such a stereotype keeps many men from going into occupations which they may want to enter.

What effect do you think the movement of men into female-dominated jobs will have on women's occupational outlook? Some suggest that it will have a positive effect. After all, men have more status as do the jobs they hold. If men move into female-dominated occupations, the status of jobs that they move into should be raised along with the pay. Thus, women in these jobs will benefit from men breaking down the stereotypes about "women's work." It is possible, however, that the effect could be negative and serve to restrict even further the range of jobs available to women.

What about male-dominated occupations? Table 2 shows the major male-dominated occupations and the percentage of men making up each occupational group.

Table 2: Percentage of Males in Several Occupations

(Those over 90% men: 1960-1970)

	Percentage of Males	
	1960	1970
Auto mechanics	99%	99%
Butchers	97	94
Carpenters	99	99
Clergymen	98	97
Construction laborers	99	98
Deliverymen	97	97
Draftsmen	94	92
Electricians	99	98
Engineers	99	98
Farmers	95	95
Foremen	93	92
Gardners/Croundskeepers	99	97
Guards and Watchmen	97	95
Machinists	99	97
Mail Carriers	98	92
Painters	98	96
Physicians	93	91
Plumbers	99	99
Policemen/detectives	97	96
Truck drivers	99	99
Welders	95	94

Research Group One Report No. 13, 1975, p. 6.

How are these percentages changing, and to what do you attribute the change?

Notice that a number of these job titles are stated in sexist language. Can you identify those that are and correct the language?

References

1. U.S. Department of Labor. Twenty Facts on Women Workers. Washington, D.C.: Women's Bureau, February 1973.

Topic Three: LOOKING FOR A JOB Issue G: GENERAL CONSIDERATIONS Activity 4: Training As A Factor in Limiting Job Availability	Date Due: Prerequisite:

TRAINING AS A FACTOR IN JOB AVAILABILITY

Directions

Read the following materials and answer the self check questions at the conclusion.

The fact that men and women are concentrated in different occupations remains. The next logical question to explore is what leads women and men into these stereotyped occupations. One answer lies in the type of occupational training they receive as preparation for work after graduation. A comparison of the enrollment percentages in occupational programs at the high school level reveals a definite sex difference in enrollment by program. Table 1 shows national female and male enrollment by occupational program for 1972 and projections for 1977.

Table 1*

	1972		1977 (Projections)	
	% Female	% Male	% Female	% Male
Agriculture	5.4	94.6	8.0	92.0
Distributive Education	45.3	54.7	46.0	54.0
Health	84.7	15.3	83.0	17.0
Home Economics	91.6	8.4	90.0	10.0
Gainful	(86.1)	(13.9)	----	----
Consumer Homemaking	(92.1)	(7.9)	----	----
Office	76.4	23.6	75.0	25.0
Technical	9.8	90.2	9.0	91.0
Trade & Industry	11.7	88.3	13.0	87.0
Special Programs	44.7	55.3	----	----
Total	**55.4**	**44.6**	----	----

* Sources: Division of Vocational and Technical Education, Trends in Vocational Education Fiscal Year 1972 and Summary Data-Vocational Education Fiscal Year 1972. Washington, D.C.: Office of Education, Department of Health, Education and Welfare, June 1973.

Females are mainly concentrated in occupational areas which prepare them for low-wage jobs--clerical workers, health service workers and jobs in the distributive education field. The largest concentration of female enrollment is in consumer homemaking, which accounts for 42% of all female enrollment. Unfortunately, this is an area which is unlikely to result in paid and/or well paid employment. In contrast, males are located mainly in technical, industrial or agricultural training programs. These are areas which are most likely to lead to the highly skilled, higher paying jobs.

Examination of occupational enrollment figures clearly shows the basis for sex role stereotyping in employment. Even more distressing is that the trend toward sex stereotyped occupational enrollment appears to be continuing. A comparison of the 1972 enrollment figures with the 1977 projections shows very little change in occupational program enrollment by sex.

A slight emerging trend is the shift of males into traditionally female occupational areas, especially consumer homemaking and office occupations. A possible reason could be the greater ease of males in obtaining employment in non-traditional areas. The results of a recent study of non-traditional employment indicated that males trained in non-traditional occupational areas were more likely than females trained in non-traditional areas to find jobs in areas in which they were trained. Females, though, who trained in traditional areas were no more likely to find jobs than females trained in non-tradtional areas. Fortunately, females were not penalized for their non-traditional training.[1]

Judging from occupational enrollment and employment figures, the employment picture for females is bleak. Some high school females may argue that it does not affect them because they plan to get married after graduation anyway. Married or not, the facts show that most women will be directly affected by current job and pay inequities such as:[2]

1. Nine out of ten women will work at some time in their lives.
2. Most women work because of economic need. About 60% of all women workers are single, widowed, divorced or have husbands who earn less than $7,000 per year.

3. More than one-half of all women between the ages of 18 and 24 are workers.

4. Among all families, one out of eight is headed by a woman. Of all women workers, one out of ten is a family head.

5. Among all poor families (total income less than $4,275 per year), two out of five are headed by a woman.

Examination of the above figures disproves many of the myths about women workers. It is clearly not true that:

1. Most women get married after graduation and never work.

2. Most women do not need to work.

3. Women who work do so to relieve boredom or earn "pin" money.

A large portion of women need to work and must work in order to support themselves and their families and to raise the family income to an acceptable level. The poverty affecting women even appears to be getting worse in some areas. Between 1970 and 1974, the number of poverty level families headed by women increased by 21% whereas those with men as heads actually decreased by 17%.[3]

It must be remembered also that many women, just as men, are motivated to work by factors other than pay. They enjoy working because of the opportunity to use personal skills and talents and for the satisfaction of accomplishment. For these reasons in addition, employment inequities must be corrected to provide a workplace where both men and women can realize their potential and earn what they are worth.

References

1. Lewis, Morgan V., and Lynn Warfield Kaltreider. "Attempts To Overcome Sex Stereotyping in Vocational Education." Institute For Research in Human Resources, The Pennsylvania State University, University Park, Penn., November, 1976.

2. "Twenty Facts on Women Workers." U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C.

3. Johnson, Beverly. Women Who Head Families: A Socioeconomic Analysis: Special Labor Force Report 190. U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C.

SELF CHECK: See how well you can do on these questions.

1. Look at the list below of occupational program areas and place an F beside the ones with mainly female enrollment and an M beside the ones with mainly male enrollment.

   _____ a. Office Occupations
   _____ b. Trade & Industry
   _____ c. Agriculture
   _____ d. Health Occupations
   _____ e. Technical
   _____ f. Home Economics
   _____ g. Distributive Education

2. The largest concentration of females is in the _____ program area which does not prepare students for paid employment.

3. A larger proportion of (females, males) are enrolling in non-traditional occupational programs. (Circle one)

4. Figures show that _____ out of 10 women will work at some time in their lives.

5. Most women work: (Circle answer)

   a. to relieve boredom
   b. because of economic need
   c. to buy "luxury" items
   d. both a and c

6. The number of poverty level families headed by men is (increasing, decreasing) while the number of such families headed by women is (increasing, decreasing). (Circle one)

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1. F, M, M, F, M, F, M; 2. Consumer Homemaking; 3. Males; 4. 9; 5. b; 6. decreasing, increasing

Topic Three: LOOKING FOR A JOB Issue G: GENERAL CONSIDERATIONS Activity 5: Other Factors Limiting Job Availability	Date Due: Prerequisite:

OTHER FACTORS LIMITING JOB AVAILABILITY

Directions

Read the following materials and answer the self check questions at the conclusion.

A number of stereotypes create conflicts that limit the career options of both males and females. Many males fear being labeled "sissy" or "unaggressive" for pursuing jobs in traditionally female areas. Unfortunately, this fear often prevents males from entering potentially rewarding and satisfying careers.

A large part of this fear in males is the result of our society's stereotype that "male is normal" and anything else is not normal. The value of any practice in our society tends to be judged in the context of what males normally do. Unfortunately, this very practice prevents many men from doing things that "men don't normally do."

In addition to stereotypes about the work men and women are capable of doing and expected to do, society has strong expectations of male and female behaviors. These behavioral expectations restrict the individual further when choosing an occupation. Males are generally expected to:

1. be the decision-makers in their families and in the legal arena of our country.
2. be strong, brave and unemotional.
3. be successful -- make enough money to provide wives and families with the things that they want.
4. be decisive -- never uncertain.
5. be an expert on every subject -- always know the answers.
6. be athletic -- prove oneself by winning in competition, at work and at play.

These expectations have put enormous pressures on men to excel, to prove themselves, to be aggressive and ambitious. For many men, work becomes all-consuming; it takes over both their energies and time.

Whereas femininity and independence are judged by society to be opposites, masculinity and independence are judged to be synonymous. One of the greatest fears revealed in group therapy sessions with men is their fear of dependence, especially dependence on women. Such fears reflect society's stereotype that "real men are able to take care of themselves and their families, both financially and otherwise. Anything less is unmasculine."

Males who fail to live up to these standards often feel that they are failures as men. Ulcers, depression, anxiety, alcohclism and even suicide are not uncommon responses to the failure to live up to the traditional male role. Is it any wonder that males who are forced to retire or become unable to work sometimes ask, "What good am I to my family now?" Is it fair to anyone to define men's total worth in terms of their performance as breadwinners?

Women in responsible positions also experience a conflict in terms of a "fear of success" syndrome which hinders their advancement on the job ladder. A successful woman in business is a contradiction of a woman's role. Thus, some women will avoid success on purpose because it is a contradictory message from that which they have learned in society.

Females in our society are expected to:

1. be supportive of males.
2. take most of the responsibility for child care.
3. keep the household responsibilities running smoothly.
4. be non-ambitious, non-aggressive.
5. have few opinions on social and political issues.
6. be non-competitive in areas where men compete.
7. be soft-spoken and attractive.

These behavioral expectations make many women who desire to work either set their ambitions low or take jobs which more closely parallel

these expectations than do some of the more typically male-dominated occupations. In addition, many women fear that salary and job advancements put them in competition with men such that they will become more masculine.

Another stereotype that affects women's career choice is "Women are only capable of helping men do their work." Both in the home and in the work force women are viewed as the assistant, the helper, or as being in a supportive role. In the home--"a man's castle"--women are not viewed as the possible "breadwinner" or even, in some homes, as an equal partner in the management of the important home affairs. They are seen as helping men or as serving their husbands by keeping clothes clean and stomachs filled. What does the cliche, "Behind every great man is a woman," bring to your mind within this context? In the work force, the above stereotype means that women are not capable of being managers, administrators or doctors but only assistant managers, secretaries or nurses. That is, women can help men do their important work; they cannot do it.

Since domestic duties or occupations such as secretaries, phone operators, or nurses have become identified as women's work, men are hesitant to fill these roles. The stereotype about the capabilities of women, therefore, has its parallel stereotype which affects the choices of men. This stereotype might be stated as follows: "Men who work in occupations typically filled by women are working below their capabilities." Such a stereotype keeps many men from going into occupations which they may want to enter.

Other examples of stereotypes which have restricted job choices for both men and women are "Child care is a woman's responsibility" or "Women can care for children better than men." These stereotypes are reflected in the elementary school teaching occupation. Over 85% of elementary school teachers are women. There are probably many men who

enjoy and are good at caring for children, but who have been kept from working with children because child care has been stereotyped as women's work. A further point about elementary schools is interesting within the context of identifying women's work and men's work. Although most elementary teachers are women, less than 20% of elementary school principals are women.[2] This fact points out the stereotype that "Women are capable of taking care of children but should be supervised and managed by men."

Another potential source of conflict is family responsibility. Those women who decide to enter the labor market face two jobs--a nine to five paid job and the unpaid household tasks. These latter tasks require an estimated 100 hours a week which must be partially assumed by other family members in a working woman's household. Even then, however, the burden often remains with the woman.

Child care is another pressing problem for working mothers. Over five million pre-school children have working mothers, yet only 700,000 licensed day care slots exist in this county. Present day care facilities are inadequate.[3] The majority of women must arrange for another source of care. Sometimes the payment for child care services may outweigh the financial benefits of working. Further, school-age children only slightly relieve the problem.

Attempts to balance job commitment and family responsibilities can be further blocked by lack of convenient transportation and rigid work schedules. Part-time work is primarily available in low-paying, low-status jobs such as sales clerk or bookkeeper. Professional women and men workers can experience a reduction in status if they transfer to a part-time schedule to meet family responsibilities. Inadequate public transportation facilities can also restrict employment choices by limiting the geographic area in which individuals with family responsibilities could work.

Finally, the belief that a family and a career cannot exist together (partly a result of sex role conditioning) frequently means that women are neither promoted nor included in job training programs leading to advancement. Employers expect a high turnover and absentee rate from working mothers. Actually, the turnover rate is greater for men and the absentee rate is almost identical.[4]

Still, the most severely limiting factor is sex stereotyping. What would your feelings be if your teenage daughter told you that she wanted to be a truck driver, a farmer, an engineer, or a detective? Would your feelings be any different if your teenage son informed you that he wanted to be an elementary school teacher, a secretary, typist, or nurse? Does it really make sense to keep a person from choosing a particular kind of work just because that person is male or female? Many people today think that it does not.

We cannot conclude from the small increases of women and men in non-traditional occupations that the problems of sex stereotyping in the work force do not continue to exist. One trend not previously discussed is the decreasing percentage of women professionals as compared to men professionals. In 1940 the percentage of professionals who were women was 42% while in 1970 it had decreased to 39%.[5] Further, authors Hennig and Jardim found one characteristic common to successful female professionals and executives--they were raised without the usual restrictions imposed by sex role stereotypes.[6] There is still much which needs to be done in order to provide both men and women with equal employment opportunities.

Until we break through these rigid male/female behavioral expectations, males and females will continue to feel restricted, pressured and discriminated against. Alternative life styles have been proposed which would

result in greater freedom of choice for women and men in the work place. Among these are:

1. A greater cooperation between women and men in the sharing of child care and household responsibilities;
2. Greater flexibility in the amount of time devoted to work, family responsibilities, education and leisure time;
3. Revamping the welfare system so that mothers would not be penalized for working;
4. Occasional temporary withdrawal from the work force to provide time for women and men to receive further training, raise children, further their education, or pursue their individual interests.

In essence, greater flexibility in living would remove work as the major focus of one's life. This is not to suggest that work is unimportant; rather, more time would be made available for other areas of life which many men and women feel are equally if not more important than work. Such a shift in emphasis would also underscore the fact that there are many other satisfactions in working in addition to pay.

SELF CHECK: Check yourself on these last questions.

1. Many men are hesitant to enter traditionally female occupations because of society's _____ that male is normal and anything else is not.

2. The worth of males is often defined in terms of their roles as _____.

   a. husbands
   b. fathers
   c. breadwinners
   d. employers

3. _____ and independence are often regarded as opposites.

4. _____ sometimes results from males' failure to perform in accordance with the expected male role.

   a. ulcers
   b. depression
   c. suicide
   d. all of the above

5. Females are expected to: (Circle your answer)

   a. be ambitious
   b. have opinions on political issues
   c. be competitive
   d. be supportive of males
   e. all of the above

6. Which of the following are potential barriers to female employment? (Circle answer)

   a. family responsibilities
   b. child care availability and cost
   c. lack of adequate transportation
   d. rigid work schedules
   e. stereotypes about women workers
   f. all of the above

7. In 1970, the percentage of women professionals was (higher, lower) than the percentage of women professionals in 1940. (Circle your answer)

8. Stereotypes about men's work and women's work and male/female behavioral expectations: (Circle your answer)

   a. put enormous pressures on men and women
   b. restrict the occupational choices of males and females
   c. influence the types of occupations men and women choose
   d. all of the above

---

1. stereotypes; 2. c; 3. femininity; 4. d; 5. d; 6. f; 7. lower; 8. d

References

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6. Henning, Margaret, and Anne Jardin. The Managerial Woman. New York: Anchor Press, 1976.

Topic Three: LOOKING FOR A JOB Issue G: GENERAL CONSIDERATIONS Activity 6: Sexism in Job Titles	Date Due: Prerequisite:

SEXISM IN JOB TITLES

Directions

Change the following occupational titles to non-sexist titles.

Maids (private) _____

Salesmen _____

Cranemen _____

Forgemen and Hammermen _____

_____

Clergymen _____

Public relations men _____

_____

Credit men _____

Newsboys _____

Office boys _____

Foreman _____

Dressmakers and Seamstresses _____

_____

Boatmen and Canalmen _____

Fishermen and Oystermen _____

Longshoremen _____

Chambermaids and maids _____

_____

Busboys _____

Airline Stewardesses _____

_____

Firemen _____

Policemen _____

Laundresses _____

Pressmen _____

How closely do your answers approximate these possible alternatives?

Private household cleaners
Sales workers
Crane operators
Forge and hammer operators
Clergy
P.R. specialists
Credit and collection managers
Newspaper carriers
Office helpers
Blue collar worker
Supervisor
Dressmakers

Boat operators
Fishers, hunters, trappers
Longshore workers
Lodging quarters cleaners
Waiters' assistants
Flight attendants
Fire fighters
Police
Launderers
Printing press operators

Topic Three: LOOKING FOR A JOB Issue H: WANT ADS Activity 1: Understanding Want Ads	Date Due: Prerequisite:

UNDERSTANDING WANT ADS

Directions

The following want-ads were adapted from daily newspapers. Read each ad and circle those words or phrases which discriminate against women or men. You should pay particular attention to such terms as "gal Friday," salesman, one-girl office, girl or gal, lady, and he or she. Also check for the specification of certain kinds of experience which might limit the applicants to a particular sex, and list these in the space provided. Then answer the questions at the end of this exercise.

1. _____
_____

Merchandising Dept. needs attractive receptionist with good typing speed. She must be effective and pleasant in dealing with public. $100 to $120 per week.

2. _____
_____

Good math? Good appearance? Good personality? Great! We would like to train you as a teller. $450 month.

3. _____
_____

Immediate opening for the right guy. Must be experienced in all phases of heating & air conditioning, pool & ground maintenance. Exclusive area. $6.50/hour.

4. _____
_____

Dependable Lady to care for two small children & do light housework, Mon.-Fri. 7:00-5:00, with transportation preferred. Salary based on experience.

5. _____
_____

Needed: Experienced Male Nursing Assistant, 7-3 shift. Apply at hospital. Salary equal to registered nurse.

6. _____
_____

Executive Girl Friday. Must be intelligent independent thinker with initiative, accurate typing skills & willing to learn. Hours 9 to 5, excellent fringe benefits & working conditions. Salary open.

7. _____

_____

_____

Medical Secretary--salary & fee negotiable for the right girl. Prominent doctor needs secretary with medical terminology. Lots of public contact requiring good personality and appearance.

8. _____

_____

_____

Auto Salesman--openings are available in our professional sales organization --if you are aggressive, are willing to pay the price for success and want to join a top rate professional group. Salary is up to you.

9. _____

_____

_____

Beauticians--$110 guaranteed salary per week plus liberal commission as well as shampoo girls (licensed). For beautiful new Ladies Beauty Salon to open soon. Full or part-time. Please call or apply in person putting your best foot forward. Shape up, girls, this opportunity is for you.

Questions:

1. How many different instances of potential sex discrimination did you discover?

_____

2. In those instances where men were discriminated against, could a man have performed the duties and responsibilities of the job? Explain why or why not.

_____

_____

3. List some of the personality or physical traits which these ads used. Do these traits discriminate against men or women? If so, explain how.

_____

_____

4. Did you discover any biases other than sex biases --- biases such as age, marital status, experience or appearance?

_____

_____

Topic Three: LOOKING FOR A JOB Issue H: WANT ADS Activity 2: Writing Want Ads	Date Due: Prerequisite:

WRITING WANT ADS

Directions

Write a want ad for each of the following job descriptions, making sure that it is free of sex discrimination. Exchange activity books with other persons in your class to see and check the ads they wrote.

Job Description #1:

The duties of this particular job include: (a) welcoming clients and visitors, (b) filing correspondence, (c) billing and receiving payments, (d) performing simple computer runs for billing and mailing lists, (e) keypunching, (f) elementary programming, (g) telephone reception, (h) screening of calls and appointments for the several lawyers, (i) typing when necessary, and (j) preparing paralegal briefs. Pay range: $9,000 to $12,500. Experience requested (or formal training) in legal operations.

WANT AD:

_____

_____

Job Description #2:

For this job the applicant must own and operate a diesel hauler. Steel girders need to be hauled from the mills to construction site. No prior experience with heavy hauling is required; however, the applicant should have prior experience with long hauls. A good driving record is required and the pay ranges from $15,000 to $20,000 depending on kinds of experience. Applicant should be over 25 years of age and mechanical abilities would be helpful but not required.

WANT AD:

Job Description #3:

A local pizza restaurant needs people to wait on customers. The applicant should be at least 20 years old, friendly and out-going and enjoy meeting and working with people. No prior experience is required. The pay is by the hour plus tips.

WANT AD:

Job Description #4:

A private high school has an opening for a social studies teacher. The applicant should have at least a master's degree and three years prior teaching experience. The position requires that the applicant be able to work well with students and other teachers and have instructional design skills. The salary is $12,000 and there is room for financial advancement.

WANT AD:

Topic Three: LOOKING FOR A JOB Issue I: JOB APPLICATION Activity 1: Filing An Application	Date Due: Prerequisite:

FILING AN APPLICATION

Directions

On page 108-83 is an example of a job application form. It contains evidence of several potential types of discrimination. List on the bottom of this page (1) the information the form asks for that you think could be used to discriminate against an applicant, (2) the type or types of discrimination which this information might support such as racial, marital, sex, or appearance discrimination, and (3) explain your response. Then, in a class discussion, see if you left out any potential instances of discrimination.

YOUR ANSWER SHEET FOR THE JOB APPLICATION EXERCISE

The information asked for on the application form	Type or Types of Discrimination	Explanation

Management Technicians, Inc.

Mr.
Mrs.
Miss _____ _____

Name: (Last) (First) (Middle) (Maiden) Age

_____ _____

Address So. Sec. No.

_____ _____

City State Zip Telephone

_____ _____ _____

How long at address? Male or Female Race

_____ _____ _____ _____

Are you a veteran? What is your marital status? Children Expected

_____ _____ _____

Position applied for Date you can start Desired Salary

☐ Full time ☐ Part time ☐ Temporary _____

Type position applied for Referred by

Education

School	Location	From	To	Graduate

Work Experience

Job	Employer	Salary	Reason for leaving

Do you have a physical defect, disease or disability?	___No	___Yes
Have you ever been convicted of a felony?	___No	___Yes
Are you willing to relocate?	___No	___Yes
Will you accept temporary work?	___No	___Yes
Do you have management or supervisory experience?	___No	___Yes
Have you ever been rejected for insurance?	___No	___Yes
Have you been employed by this company before?	___No	___Yes
Did you belong in Boy Scouts or similar groups?	___No	___Yes
Have you applied to this company before?	___No	___Yes
Have you had traffic violations in the last two years?	___No	___Yes
Are you a member of a church?	___No	___Yes

List of skills held:

_____

List of offices held and honors received:

_____

How many days of work did you miss last year?_____ Why?_____

References:_____ _____ _____

_____

Spouse's job Spouse's salary Spouse's business ph.

Topic Three: LOOKING FOR A JOB Issue I: JOB APPLICATION Activity 2: Community Ads And Applications	Date Due: Prerequisite :

COMMUNITY ADS AND APPLICATIONS

Directions

Collect want ads and job application forms from within your community. You can use your local newspapers for the want ads. Your teacher will assist you in selecting employers from within your community to contact in order to secure job application forms. (In this way your class can avoid overburdening the same employers and the class can also get a wider variety of application forms.)

Examine these for instances of sex discrimination with regard to language used, experience and skills required, salary scales, personality and physical traits mentioned and so forth.

Tape or paste your want ads on this page and discuss the sex discrimination you found in each in the space provided.

Want Ads and Sex Discrimination

Place want ads here:

Discussion of Each Want Ad

Teacher Materials

TOPIC FOUR: ON THE JOB

Introduction

Women are stereotyped and discriminated against in business in terms of pay, position and occupation. Ever within the same occupation, women generally do not earn equivalent pay with men and often earn significantly less. Women are also restricted in terms of occupations they are expected to hold and/or for which they receive training. For example, half of all working women are located in 21 occupations, while half of all working men are located in 65 different occupations. In training areas, the situation is even more rigid, although some recent gains have been made. Yet, even these gains are not uniform as witnessed by the net decrease of women professionals over the last several years.

Stereotypes serve to limit and restrict occupational choice for both men and women. They also serve to establish behavioral expectations within jobs that sometimes have unfortunate consequences.

Beginning activities in this section focus on some issues or areas in which discriminatory practices occur; the last issue focuses on the legal prohibitions that serve to prevent, restrict or hinder such discrimination. Each of the several current laws, regulations and interpretations which bear on the issue of potential discrimination are briefly discussed. Every attempt has been made in this unit to keep complicated legal terminology at a minimum; even so, some reading may be tedious and students may require extra assistance.

An additional inclusion in this section is a brief historical treatment of the development of the women's movement; this information is included for purposes of awareness rather than thorough description of the development of the movement. It can be briefly summarized as follows.

Many historians trace the origins of the women's movement to the climate created by the anti-slavery campaign. Beginning as a call for slaves' rights (which included men and women) the movement progressed to a call for women's rights after the basic freedoms were guaranteed to all

men. The principal legal landmark involved in the movement is the Nineteenth Amendment which guarantees the right to vote. The following three Federal legal orders guarantee equal rights in employment for women:

(1) The Equal Pay Act - prohibits wage discrimination on the basis of sex and provides for reporting and court action to correct inequities.

(2) Civil Rights Act - prohibits discrimination in pay, hiring, transfer, sick leave, insurance and so forth and is the most effective tool against discrimination on the job.

(3) Executive Order 11246 - extends the provisions of the Civil Rights Act to institutions with over $10,000 of federal funds.

Several additional pieces of legislation such as Title IX and the Public Health Services Act also impact on the issue. These laws focus particularly on education, the area in which women first and most vigorously demanded their rights.

There are also a number of state legal orders such as Right to Work Laws, and Supreme Court decisions that also impact on the issue. Information on a number of these is included in these materials.

Specific Objectives

The specific objectives which are addressed through use of the materials included in this unit are as follows:

Cognitive

1. Given a description of discriminatory action, students will correctly identify in written form in four of five instances, the law or regulation which applies. (50% of students at the 75% level of accuracy)

2. Students will develop, in 15 minutes of class time, a written conclusion about the salaries of men and women and how these compare to one another, supporting that conclusion with an example from the text. (80% of the students at the 80% level of accuracy)

3. Students will correctly answer in 15 minutes of class time, either of the self check questions on the law. (75% of the students at the 80% level of accuracy)

Affective

1. Students will relay one personal experience which conveys their understanding of how stereotyping and discrimination function in work. (50% of the students)

2. Students will notice and volunteer information about recent legislation or litigation which is directed at discriminatory practices against women in either work or education. (10% of the students)

Specific Concepts and Skills

The concepts that require attention in this unit include (a) median, (b) percentage, (b) legislation, (d) litigation, (e) discrimination, and (f) stereotype. The glossary does contain the more difficult terms. Reading is the most critical student skill and requires a higher degree of sophistication for this unit than for the preceding three.

Teaching Suggestions

The teacher must be thoroughly familiar with this unit of materials because the information is more difficult for students and for the teacher to teach. It is important to secure feedback from your students regarding which areas are clear and which are unclear. This information could then serve as a basis for class discussion.

Among topics that could be pursued in class discussion are the background, content and implications of legislation as well as the role of litigation. You might also wish to consider the progress of ERA--a topic intentionally deleted from the activity, "Sex Discrimination and The Law," because it is still in a state of flux. You will also want to deal with the topic of salaries, stressing the notion of equal pay for equal work.

If your students have difficulty reading this unit, you might consider using this material in small groups or as lecture material. Discussion exercises should also be a major assistance. Also, relating this unit to those that have preceded it should be of great assistance.

Several additional activities might be of assistance in teaching this unit. For example, a local lawyer could be invited to address the class on current labor laws with regard to such topics as hours, overtime, rest periods, weight lifting restrictions, maternity leave, exclusion from certain occupations and hiring/promotion practices.

Another beneficial activity would be to have students keep a log for a week noting all violations of the several laws discussed in the text. For each violation, students could suggest how one might lodge a formal complaint to the proper agency. Perhaps several violations could be used as examples and pursued through the complaint and/or action stage.

Evaluation Suggestions

An essay exam or a group project would each be an appropriate evaluation for this unit. The group project could be monitoring of the media for bias and stereotyping in want ads or advertising or a case study of a local business. The essay questions could focus on the content of the law and the facts on salary differentials. The SELF CHECK questions could also be used.

Teacher Directions for Specific Activities

The two activities that require the instructor's greatest attention are "Earnings of Men and Women" and "Sex Discrimination and The Law." The

instructor must explain median income in the former and assist with vocabulary in the latter. Note that a special glossary has been included for the "Sex Discrimination and the Law" activity.

Student Materials

Specific Objectives: Topic Four, ON THE JOB

1. Given a description of discriminatory action, you will correctly identify in written form in four of five instances, the law or regulation which applies.
2. You will develop, in 15 minutes of class time, a written conclusion about the salaries of men and women and how they compare to one another, supporting that conclusion with an example from the text.
3. You will correctly answer, in 15 minutes of class time, two of the discussion questions included in the teacher materials.

Assignment Sheet: Topic Four, ON THE JOB

Issue/Activity	Assigned	Date Completed
Salaries		
The Want Ads	_____	_____
Earnings of Men and Women	_____	_____
Percentage of Incomes	_____	_____
Discrimination in Local Business	_____	_____
Local Business Interview	_____	_____
Legal Rights and Litigation		
Sex Discrimination and the Law	_____	_____
Role Play: The Interview	_____	_____
Equal Rights Amendment	_____	_____

Topic Four: ON THE JOB Issue J: SALARIES Activity 1: The Want Ads	Date Due: Prerequisite:

THE WANT ADS

Directions

Examine the following want ads. Which jobs do you think will most likely be filled by males and which ones will be most likely filled by females? Circle your answer. Then consider the following question: What kind of pay differences do you notice between those jobs likely to be filled by men and those jobs likely to be filled by women? What kind of conclusions can you draw from this information?

Circle your answer and fill in the salaries.

Male or Female
salary? _____

ACCOUNTANT/STAFF. Large metropolitan based corporation needs degreed accountant with 2-4 years experience... preferred in manufacturing or publishing. Duties involve ledger work, supervising other accountants, pay & payroll & time statement preparation. Salary to $15K

Male or Female
salary? _____

ACCOUNTING CLERK - $10,000-$10,500. Requires 2 years accounting courses and 2 years working experience. Responsible, mature, stable, problem solver with good phone manner, able to handle staff and public with poise and tact. Attractive helps.

Male or Female
salary? _____

ACCOUNT EXECUTIVE. Firm is seeking one aggressive executive type person. This position is in sales management contacting only established company accounts. We will consider only an enthusiastic, honorable family man between 30-45 who has demonstrated past earning capabilities of $20,000 per year or more. Must have excellent references and travel extensively in area. This is a permanent career opportunity.

Male or Female
salary? _____

ACCOUNTING ASSISTANT. Excellent opportunity to learn all phases of business with growing corporation. $3.50/hr. Raises, benefits, U.S. citizen.

Male or Female

salary? _____

Wanted: Professional Copying Machines Salesman. $700 monthly. Salary plus commission plus bonus. We want the best and have geared our compensation accordingly. We represent a major national firm.

Male or Female

salary? _____

GENERAL OFFICE. $6,500 with 6 months rating experience in auto or home owners insurance necessary. Light accurate typing and filing.

Male or Female

salary? _____

RECEPTIONIST. Mature individual, aptitude for figures, typing skills, pleasant nature. Salary to $440 monthly.

Conclusions?

_____

_____

_____

_____

_____

_____

_____

_____

Topic Four: ON THE JOB Issue J: SALARIES Activity 2: Earnings of Men and Women	Date Due: Prerequisite:

EARNINGS OF MEN AND WOMEN

Directions

Examine the tables presented on the following pages and answer these questions.

Median income is that income below which half of the incomes lie. The median is determined by arranging all incomes for the group in question in order from lowest to highest or highest to lowest. The median income is the one which then divides the total group of incomes in half. In other words, 50% of all incomes are less than the median and 50% of all incomes are greater. Average income fluctuates too much with very high or very low amounts; therefore, the median income, in this instance, gives a more accurate representation of the incomes of males and females.

As you can see from the tables, the median income for men is $5,063 more than the income for women. It is important to note also that in 1973 only 6% of all full-time women workers earned over $10,000 per year whereas 39% of all full-time working males earned over $10,000.

The difference in salaries between college educated males and college educated females is shown in Table 2. Note that it is a greater difference than the one presented in Table 1. The higher the level of education, the greater the difference in the salaries of men and women. Note that the median salary of college females is even less than the median salary for all men combined. (Compare the salary of women in Table 2 to the salary of men in Table 1.)

1. What is the median income for men? _____(1)

2. What is the median income for women? _____(2)

3. What is the difference between the incomes of men and women? (Subtract line 2 from line 1) _____(3)

4. What is the median income for college educated men? _____(4)

5. What is the median income for college educated women? _____(5)

6. What is the difference between the incomes of college educated men and women? (Subtract line 5 from line 4) _____(6)

7. What do the differences in male and female incomes (lines 3 and 6) suggest about sex discrimination in the world of work?

_____

_____

_____

_____

8. Compare the difference in male/female incomes (line 3) to the difference in college educated male/female incomes (line 6). Which difference is greater? What can you conclude from this?

_____

_____

_____

_____

9. Compare the median salaries of college educated women (line 5) and men in general (line 1). What can you conclude from this?

_____

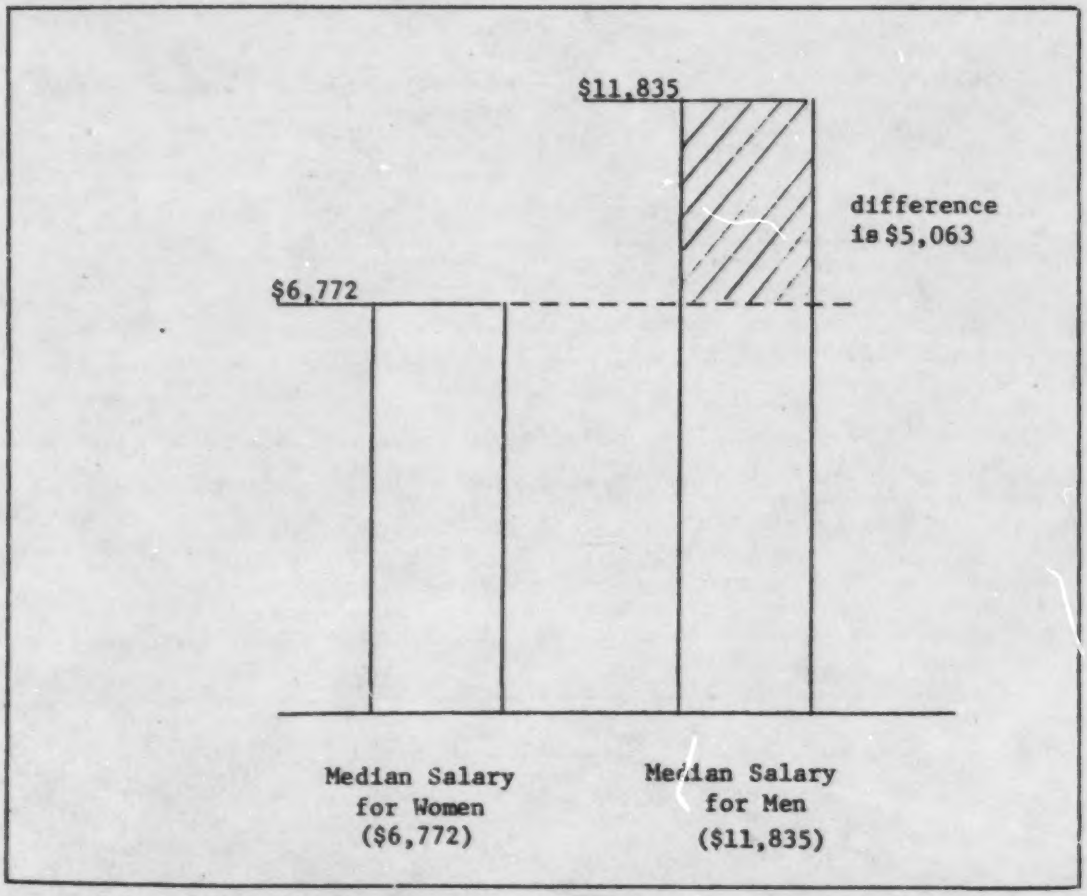
_____

_____

_____

Table 1

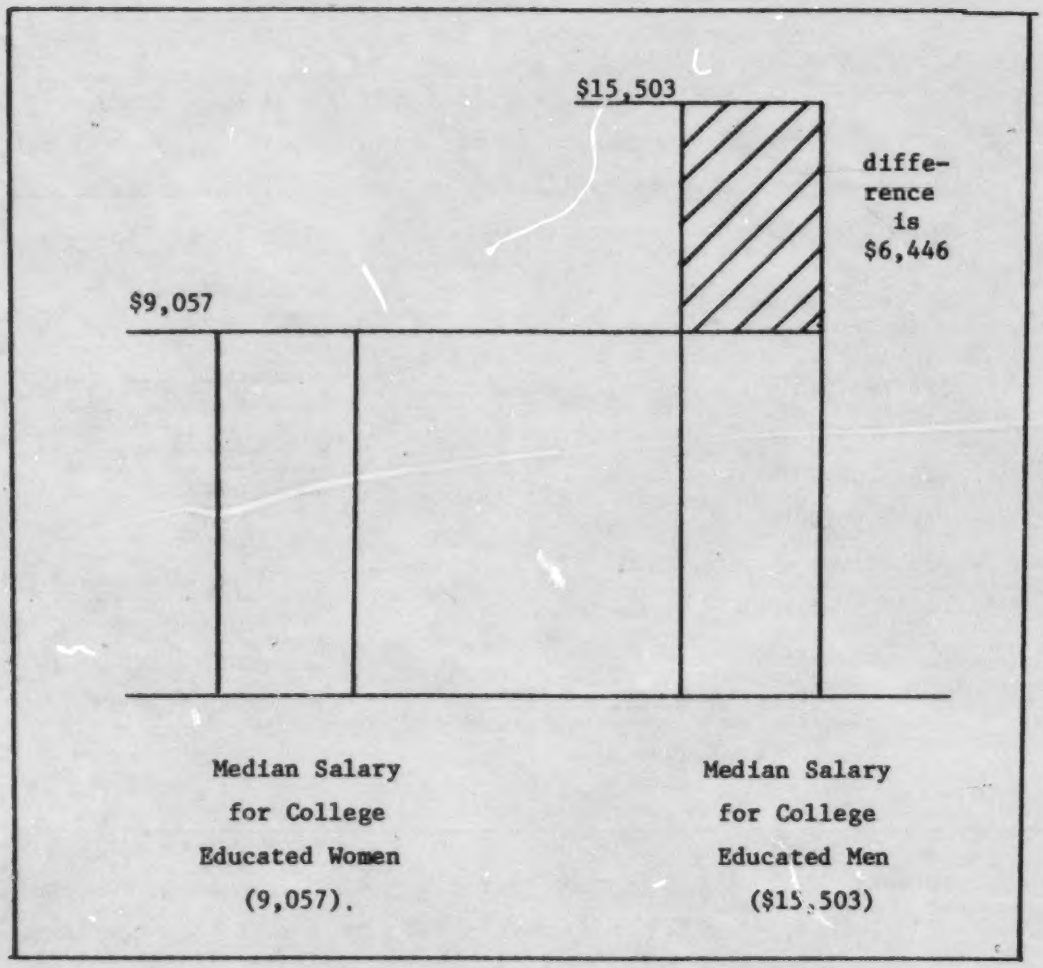
MEDIAN SALARIES OF MEN AND WOMEN



Source: Women Workers Today. U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1976.

Table 2

MEDIAN SALARIES OF COLLEGE EDUCATED MEN AND WOMEN



Source: "The Earnings Gap," U.S. Department of Labor, Women's Bureau, March 1975.

Topic Four: ON THE JOB Issue J: SALARIES Activity 3: Percent of Incomes	Date Due: Prerequisite :

PERCENTAGE OF INCOMES

(Class Activity)

Directions

Using the information presented in the following table, discuss in class how sex discrimination in the world of work affects the salaries of women and men. Why is the difference between the salaries of men and women greater in some occupational areas than in others?

	Women's Income as a Percentage of Men's (1976)
Professionals	64%
Managers	59%
Clerical Workers	60%
Sales Workers	41%
Operatives	58%
Service Workers	60%
All Occupations	57%

Source: Women Workers Today. U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1976.

A comparison of male and female salaries over the past few years indicates not only a gap but that the gap is increasing. As the following table shows, women's earnings were 59% of men's in 1970 but decreased to 57% of men's in 1974. Although the median earnings of women increased from $5,323 in 1970 to $6,772 in 1974, the increase in men's earnings was even greater.

Year	Median Earnings		Women's Earnings as a % of Men's
	Women	Men	
1974	$6,772	$11,835	57
1973	6,335	11,186	57
1972	5,903	10,202	58
1971	5,593	9,399	59
1970	5,323	8,966	59

Source: "A Statistical Portrait of Women in the U.S.," U.S. Department of Commerce, Bureau of the Census. Current Population Reports: Special Studies. Series P-23, No. 58, Washington, D.C., 1976), p. 48.

While some of the income disparity between men and women can be explained by such factors as differences in education, training, length of service and job responsibilities, most authorities in the area of labor market analysis agree that sex discrimination alone accounts for a large proportion of the salary differences. Differences between the salaries of women and men persist even when they have the same training and experience.

Topic Four: ON THE JOB Issue K: DISCRIMINATION IN LOCAL BUSINESS Activity One: Local Business Interview	Date Due: Prerequisite:

LOCAL BUSINESS INTERVIEW

Directions

Your teacher will assist you in choosing several local employers to interview in person or by telephone in order to ask them questions related to on-the-job sex discrimination. Among the questions you might choose to ask are the following:

1. What are the average salaries for men and for women in your firm?

2. What type of work do the men in your business do? What type of work do the women do?

3. In the top three management or administrative positions within your business, do you have any females employed?

4. In your business do you have secretaries? If so, do you have any male secretaries? Or male receptionists? Do you have female salespersons? Do you have any female managers or technicians?

5. Consider the weight and general appearance of people in your business. How many over-weight men do you employ? How many over-weight women do you employ?

6. Do you employ handicapped individuals?

Topic Four: ON THE JOB Issue L: Legal Rights and Litigation Activity 1: Sex Discrimination and The Law	Date Due: Prerequisite:

SEX DISCRIMINATION AND THE LAW

Directions

Read the following materials and answer the self check questions.

In many societies of the world today, women are considered to be inferior to men. The United States is no exception although the situation is gradually changing. According to Elizabeth Gould Davis, this has not always been the case in spite of what masculinist historians would have us believe.[1] Ms. Davis cites archeological findings of successful pacifist female-dominated societies that flourished prior to and during the early periods of the Bronze Age as evidence for her conclusions. The tombs of several ancient female rulers have been found with drawings and relics depicting females as society heads with males comprising the working, subservient class. Ms. Davis contends that the over-throw of female rulers by nomadic bands of barbarous males in the early Bronze Age originated the era of masculine supremacy which continues in most of the world to the present day. Male historians, she continues, have rewritten history down through the ages with a masculine point of view, removing women from their rightful place in the forefront of early societal development.

Whether one accepts Ms. Davis' contentions or not, it is true that many early societies were ruled by women who enjoyed a much more powerful role than does the female in many parts of the world today. In our own country, the legal inferiority of women was evident from our country's inception. Otherwise, it would not have been necessary to enact the several pieces of legislation forbidding discrimination on the basis of sex.

Our country did not invent the concept of the inferiority of women, however. Our own legal system is based on English Common Law which is permeated with the idea of male supremacy and female inferiority. Under English common law, marriage was regarded as an "ownership" arrangement rather than a partnership. At the time of her marriage, a woman ceased to exist as a separate human being. All her property became her husband's; his home was hers; she could not enter into contracts; and he represented her at the polls. He also had the right to discipline and restrain her since he was legally responsible for any crime that she committed. Women were legally considered to be dependent on men regardless of their ages.

Women's legal status changed gradually as wives became involved in their husband's business and political affairs. The first demand for equal rights in America is believed to have occurred in Maryland in 1647.[2] Margaret Brent, the heir of Gov. Leonard Calvert of Maryland, demanded a seat in the Maryland legislature, and was refused only after heated debate.

The Women's Rights Movement in the United States began in 1848 as an outgrowth of the anti-slavery movement. The parallel between these two movements was not accidental. Women such as Lucretia Mott and Elizabeth Cady Stanton saw themselves in a position not entirely unlike the slaves. Both women and slaves were denied rights because of their presumed inferior nature. They were regarded as intellectually incapable of making important decisions, even decisions concerning what to do with their personal lives. Decision-making was thought to be best left to men (white men) as was the care of those less capable (women, children and slaves). Thus, women and slaves were treated much like children, incapable of independent living and destined, because of their presumed intellectual inferiority, to have their lives controlled by men. The parallel between the position of women and slaves is not an exact one however. White women were not bought and sold during this time as pieces of property as were slaves; likewise, white women were not relegated to the role of manual laborer as were the slaves. Both women and slaves, however, were considered to be the property of men and their basic purpose was to serve him.

It was this parallel between women and slaves that women such as Lucretia Mott and Elizabeth Cady Stanton saw. The concept of women's rights was thus a logical progression from slaves' rights to human rights. A process with similar stages has occurred in the 20th century with the Civil Rights Movement and the present Women's Movement. The parallel between the two seems to have matured finally in the form of the recent Human Rights movement so ardently supported and encouraged by President Carter.

The legal landmark in the 20th century women's rights movement is considered to have been ratification of the Nineteenth Amendment, giving women the right to vote. Since its passage in 1920, women's demands for equality have increased and subsequently so has their legal status. Women no longer remain satisfied with their inferior position but are instead demanding equal educational opportunities, the right to work outside the home, equal pay, free choice of jobs, the right to own their own property and the right to enter into business relationships. Many women have also become quite active in politics and have begun to initiate human rights legislation themselves.

The remainder of this section will discuss the major equal rights legislation affecting women at present. As you read the discussion of the legislation, you will probably become aware that this legislation really applies to all people, both men and women of various ethnic, racial, and religious backgrounds, and not just women.

SELF-CHECK: Check your memory of the material that you just read before going ahead.

1. The legal inferiority of women in this country evolved directly from _____ upon which our own legal system is based. Although historically, the inequality of women goes back much further.

   a. French government
   b. Canadian law
   c. English common law
   d. German aristocracy

2. The Women's Rights Movement in the United States grew out of the _____ movement.

   a. immigrant
   b. suffrage
   c. political
   d. anti-slavery

3. The Nineteenth Amendment to the U.S. Constitution provided women with the right to _____.

---

1. c; 2. d; 3. vote

Equal Rights in the Work Force

There are three basic legal orders which guarantee equal rights in employment for women and other minority groups. They are the Equal Pay Act, the Civil Rights Act, and Executive Order 11246. [3]

Equal Pay Act of 1963 [4]

The Equal Pay Act was the first piece of federal legislation forbidding sex discrimination in employment. The act, an extension of the Fair Labor Standards Act is designed to:

> "prohibit discrimination on account of sex in the payment of wages by employers engaged in commerce or in the production of goods for commerce." (P.L. 88-38).

Until 1972, most persons in education were exempt as were executive, administrative and professional exployees and outside sales personnel. It now covers all these individuals as well as all employees covered by the minimum wage provision of the Fair Labor Standards Act.

The Act essentially provides for equal pay for equal work; however, the definition of equal work is left with the courts. In the case of Schultz vs. Wheaton Glass Co. in 1970, a Federal circuit court decided that women's and men's work do not have to be identical in order for them to receive equal pay. They must only be "substantially similar." Thus,

Wheaton Glass Co. was ordered to pay female selector-packers no less than male selector-packer-stackers even though men occasionally performed approximately 16 additional tasks that women were not asked to do. [5]

In the case of Brennan vs. Prince William Hospital in 1974, further details of what constitutes substantially similar work were outlined. In this case, the duties of nurses aides and orderlies were not judged to be dissimilar enough to merit higher pay for orderlies. Further, the court decreed that males cannot be paid higher wages for extra duties when:

1. some males are paid more than females but are not required to perform the extra duties,
2. female workers also perform extra duties equal in skill, effort and responsibility,
3. female workers who are capable are not given the opportunity to perform the extra duties,
4. the "extra duties" do not exist,
5. the extra duties require a small amount of time and effort and are of little importance to the job, and
6. third persons who perform the extra duties as their major job are paid less than the male workers in question. [6]

In the case of Corning Glass Works v. Brennan in 1974, the Supreme Court ruled that a company, in order to remedy pay discrimination, must raise the salaries of the lower paid group rather than lower the salaries of the higher paid group. The case involved a pay differential between men who worked the night shift and women who worked the day shift. Male night shift workers were paid more than female day shift workers over and above the company's increased compensation for night shift work alone. The court ruled that the firm was not abolishing discrimination by integrating male and female jobs nor by paying the higher wage to women who transferred to the night shift and paying the lower wage to men who transferred to the day shift. Only by raising the rates of the lower paid group to that of the higher paid group could "equal pay for equal work" be restored. [7]

In spite of the fact that over $20,000,000 in back wages have been awarded in court action as a consequence of this Act, it is still limited in its capacity to impact on sex discrimination. For example, job segregation is not covered by the Act nor are hiring practices, promotions and seniority. Further, companies may continue to support salary inequities until a charge is filed and a court decision is reached. Thus, employers are judged innocent until charges are made and supported by court decisions of guilty.

Charges of violations of the Equal Pay Act should be filed with the Wage and Hour Division of the Department of Labor, the federal agency responsible for enforcing the law. There are offices in Washington, DC and in other cities around the country. Although complaints may be filed in the form of an individual complaint, class-action suits, suits charging discrimination against women or men as a class, are usually more effective in getting the court's attention and in remedying discrimination against an entire group of people rather than one person. For example, if a secretary charges under the Equal Pay Act, that she is being discriminated against in salary, it would be easy for the firm to have the charges dismissed on the grounds that she is often late for work, fails to take initiative, etc. On the other hand, if she charges that all female clerical workers are paid less than male clerical workers, her charges are apt to have more force and would be more difficult to refute, if in fact the charges are true. Further, if our hypothetical secretary were to file charges as an individual and win in court, any other females in the firm would have to institute a new legal complaint process in order to force the firm to comply with the Act in their particular case. A class action suit, in essence, would benefit everyone in a particular class, thereby saving time in the legal bureaucracy that can sometimes leave court decisions tied up in hearings and appeals for years.

Once a complaint is filed, the Wage and Hour Division will send an investigator around to determine whether or not a violation has occurred.

The name of the complaintant is withheld upon request. In fact, investigators from the Wage and Hour Division often investigate businesses without any formal complaints being made. Formal complaints, in order to be honored, must be made within two years of the discrimination or within three years if the discrimination was "willful."

Once an investigation has been made and a violation discovered, the investigator will attempt to collect back wages for the complaintant plus a formal agreement from the employer agreeing to raise the future pay of the complaintant to an equitable level. If this fails, the Labor Department will initiate a law suit. Formal complaints through the Wage and Hour Division may be by-passed in favor of a personal law suit initiated by the complaintant if the complaintant chooses to do so.

SELF CHECK: Test your knowledge of what you just read.

4. The Equal Pay Act of 1963 prohibits: (Circle answer)

   a. sex discrimination in hiring
   b. sex discrimination in pay
   c. sex discrimination in all areas of employment
   d. both a and b

5. In a recent court decision, it was determined that men's and women's work (does, does not) have to be identical to be considered equal. (Circle one)

6. In a situation where women are paid less than men, companies (may, may not) lower the salaries of the higher paid group in order to equalize salaries. (Circle one)

7. Charges of violations of the Equal Pay Act should be filed with: (Circle answer)

   a. the Office of Civil Rights
   b. the American Civil Liberties Union
   c. the Bureau of Labor Standards
   d. the Wage and Hour Division of the Department of Labor

8. It is often more useful to file a _____ action suit than one as an individual.

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4. b; 5. does not; 6. may not; 7. d; 8. class

Title VII of the Civil Rights Act of 1964 [8]

Passed in 1964, Title VII of the Civil Rights Act is an essential legal order guaranteeing the rights of several minority groups. The Act specifically prohibits discrimination on the basis of sex, race, color, religion and national origin in the terms, conditions and privileges of employment. In addition to prohibiting pay discrimination, the Act also prohibits discrimination in recruiting, hiring, firing, assignment, transfer, promotion, training, sick leave, vacation, overtime, insurance and pension. Because of its comprehensiveness and strict enforcement, Title VII of the Civil Rights Act is probably the most effective legal tool to use against discrimination on the job. The Act covers private employers with 15 or more employees, public and private employment agencies, labor unions with 15 or more members, public and private educational institutions, State and local governments, and Federal employees. Private membership clubs and Indian tribes are exempted. The Act did not cover state and local government employees until it was amended in 1972 by the Equal Employment Opportunity Act.

The Civil Rights Act was originally intended to protect the rights of blacks. In its early stages, this Act prohibited discrimination in employment practices, salaries, promotions, fringe benefits and training on the basis of race, color, religion, or national origin. Sex discrimination was not originally included because many feared that it would cause the defeat of the Act and thus harm the cause of all minority group members, including women. Some southern legislators who opposed the Civil Rights Act thought that by including a provision to prohibit sex discrimination, the entire legislation would be defeated. Although claiming to be "perfectly serious," it was clear that Rep. Howard Smith of Virginia was not serious in his insistence on equal rights for women when he proposed the sex provision to the 1964 Civil Rights Act. Judging from the deafening laughter that boomed from the Congressional floor when the sex amendment was proposed, Rep. Smith was sure that he had, through skillful manipula-

tion, caused the defeat of the Civil Rights Act. To everyone's surprise, the Act passed 168 to 133. Far from being inconsequential, the Civil Rights Act has served as a major legal tool for helping to defend women's equal employment rights in the courts. [9]

A guiding principle that employers are urged to keep in mind when applying Title VII to their specific situation is to determine whether any of their employment policies refer to only one sex. If such policies do exist, it is the responsibility of the employer to prove that the policy in question discriminates justifiably. The only condition under which this can be proven is to demonstrate, for example, that all members of one sex have certain qualifications <u>because of their sex</u> necessary to perform a particular job adequately whereas all members of the other sex do not have such characteristics. Can you think of a situation in which only one sex (and all members of that sex) and no members of the other sex have the characteristics necessary to perform a certain job? If you can think of any such jobs, list them on a separate sheet of paper and save them for a later class discussion.

Employers are not allowed to discriminate in hiring on the basis of sex because of employment characteristics they assume to be typical of women or men in general. Neither are they allowed to discriminate on the basis of sex due to customer preferences or the preferences of existing employees. Further, the Act forbids limiting women's employment on the basis of existing state "protective" legislation. Such legislation, originally designed to protect women, limits the hours women can work, the amount of over-time they may accumulate, the amount of weight they can lift, etc. It is now realized that such legislation does more to limit women's employment than protect their interests. Courts now are suggesting that such protective legislation either be extended to men or withdrawn altogether.

In the case of Lorena Weeks v. Southern Bell Telephone, a direct challenge came to the practice of envoking protective legislation as a reason for limiting women's employment opportunities. Ms. Weeks, a Southern Bell employee, was denied promotion to the higher paying switch-

man position because she would be required to lift a 32 lb. weight load. When she made the court aware of the fact that, in her present job, she was required to lift a 35 lb. typewriter, she won the case and was awarded $30,000 in wages and compensation. [10] Clearly, "protective" legislation fails to take into account the individual needs and capabilities of employees and presently does more to restrict employment opportunities than protect the worker.

In the case of Potlatch Forests, Inc. v. Hays et al. (1972), an employer asked the courts to rule that the Arkansas state law requiring overtime pay for women was superceded by Title VII. Apparently, the firm thought it would win and would no longer be required to pay women workers overtime. The court decided that there was no conflict, since the employer could abolish the discrepancy by paying men over-time as well at the same rate required for women.[11] In instances such as this, men have benefited greatly from equal rights legislation. Laws that exclude women unjustly should be attacked while those that offer benefits to women only can be extended to men.

As an outgrowth of the Civil Rights Act, sex-segregated want ads were prohibited in 1968 and job titles were changed to non-sexist terminology. Job title changes are still being made with the goal of making the job market receptive to both males and females in all areas. Men, for example, would probably be more apt to apply for a job labeled "sewer" than "seamstress." Likewise, a female would probably be more apt to apply for a job labeled "repairer" rather than "repairman."

Other areas of employment covered by the act include any practice which locks workers into low-paying jobs because of their sex. For example, a company is not permitted to hire men and women only for certain departments in their plant. Neither may companies refuse to hire women in certain areas because they would have to be provided with restroom facilities, seats, breaks, or other special provisions. Likewise, seniority practices which lock workers into low paying positions or exclude workers because of their sex are illegal.

In a landmark case, the supreme court ruled in Phillips v. Martin Marietta Corporation, that companies may not refuse to hire or promote mothers because of child care responsibilities if these companies hire and promote fathers.[12] The rule of equal treatment on the job is indisputable under Title VII. Also, under Title VII, maternity leave is to be treated as any other physical disability with appropriate leave time granted and reinstatement to pre-leave job status upon return.

As you can see, the coverage of Title VII is much more extensive than that of the Equal Pay Act. Legal authorities often recommend that individuals, when filing a complaint, do so under Title VII in addition to other pieces of legislation whenever possible.

The difficulty with Title VII is the tremendous backlog of cases in the files of the agency charged with its enforcement, the Equal Employment Opportunity Commission (EEOC). It is estimated that a complaint filed with the EEOC requires from two to three years to be resolved, although there are ways to speed the process. In 1974, the EEOC had a backlog of 1600 sex discrimination complaints against colleges and universities alone.

The first step in the process is to file a complaint at the nearest EEOC office within 180 days of the date that the discrimination occurred. The EEOC will then send a copy of the complaint to the appropriate state or city agency. After 60 days have passed, the EEOC then has the right to begin its formal investigation. At that time, a copy of the charges will be sent to the person charged and either an EEOC official will visit the premises and talk with the person charged or the person will be sent a list of questions to respond to. The EEOC attempts to settle the case out of court. If this fails, the Commission makes a final decision as to whether or not there is reason to believe that discrimination has occurred. If the Commission determines that there is reasonable cause to believe that discrimination does exist, it makes a final effort to resolve the case, which is called concilliation. If this fails, the Commission will issue the complaintant a "right to sue" notice giving the complaintant

the right to take the company to court. At this point, it is more expedient for the complaintant to hire a personal lawyer than to wait for the EEOC to bring suit. With its current backlog, it is likely to take years. Still, the "right to sue" notice will prove to be a useful weapon for the complaintant in the court proceedings.

SELF-CHECK: See how much of the materials in this section you recall.

9. Title VII of the Civil Rights Act forbids discrimination against: (Circle your answer)

   a. men
   b. women
   c. blacks
   d. all of the above

10. The Civil Rights Act was orignally intended to protect the rights of _____.

   a. men
   b. women
   c. blacks
   d. religious groups

11. According to Title VII, employers may not discriminate on the basis of sex unless it can be shown that: (Circle your answer)

   a. business would suffer unless discrimination is practiced
   b. sex is a legitimate requirement for employment in certain areas
   c. other employees object to working with a man or woman
   d. all of the above.

12. Title VII makes "protective" labor legislation for women (legal, illegal). (Circle one)

13. Under Title VII, companies (may, may not) refuse to hire, or promote a woman because of her child care responsibilities if they hire and promote fathers. (Circle one)

14. The agency which enforces Title VII is _____.

9. d; 10. c; 11. b; 12. illegal; 13. may not; 14. Equal Employment Opportunity Commission

Executive Order 11246 as amended by 11375 [13]

Although not as powerful as other pieces of legislation, Executive Order 11246 can be used in charges of certain instances of discrimination in conjunction with other pieces of legislation such as

Title VII. Essentially, the Executive Order forbids any company or agency that has a contract with the federal government over $10,000 to discriminate on the basis of sex. The Order originally applied to race discrimination only but was later extended to sex discrimination by Executive Order 11375.

An Executive Order is a directive issued by the President to the executive branch of government. The order normally requires certain action to be taken or certain policies to be followed. Executive Orders generally have as much power and effect as laws.

Executive Order 11246 also requires federal contractors to take "affirmative action" to ensure that minority groups are treated fairly in areas "including, but not limited to the following: employment, upgrading, demotion, or transfer; recruitment advertising, layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship." "Affirmative action" means that federal contractors are to analyze jobs in which women and other minority groups are underutilized. This requires submitting plans containing goals for the increased utilization of minority groups covered in this act, specifying timetables for achieving these goals, and describing the methods by which these goals are to be achieved.

The penalty for a contractor's failure to live within the timetable set forth in the affirmative action plan is usually not severe, however. All the contractor needs to do is demonstrate to the government that a "good faith" effort was made and no further action by the government will be taken. Thus, contractors are not required to demonstrate success in overcoming discrimination in order to be in compliance with the Order. The Order is further weakened by the fact that contractors receiving less than $50,000 are not required to have affirmative action plans.

The scope of the Order is also limited. Even though the term "federal contracts" has been broadly interpreted to include grants, there are only 900 of the approximately 2700 institutions of higher education which are actually covered by this Order.[14]

The complaint procedure is also cumbersome and subject to many delays. One reports a complaint to the enforcement agency, the Office of Federal Contract Compliance (OFCC) within the Department of Labor. To be honored, the complaint must be filed within 180 days of the alleged discrimination. The OFCC will forward the complaint to the EEOC, who will conduct an investigation and come to a decision. The EEOC will refer its decision to the OFCC who may either accept and act on it or conduct a separate investigation. If the OFCC finds just cause, it may either: (1) withhold federal funds until the contractor complies with the Executive Order, (2) cancel the contract, or (3) forbid the award of any future contracts to the offender. Unfortunately, the OFCC rarely exercises any of these options because of their tremendous backlog. Also, there are no time limits for issuing investigation findings. As a result, many complaints have been held up in investigation for years.

A further factor contributing to the Order's lack of power is the fact that technically, discrimination is not forbidden. An organization legally may choose to forfeit federal money and continue its discriminatory practices. For this reason and those previously discussed, Title VII is a much more powerful piece of legislation to use in the complaint process although organizations can sometimes be "encouraged" into compliance by employees who either threaten them with action or volunteer to help formulate affirmative action plans.

SELF-CHECK: How's your memory of what you just read?

15. Executive Order 11246 (as amended by 11375) applies to _____ contractors.

16. Executive Order 11246 is a (more, less) powerful piece of legislation than Title VII. (Circle one)

17. Contractors (with contracts over $50,000) are also required by the Order to formulate _____ plans.

18. The penalty for non-compliance with the Order is: (Circle your answer)
    a. withdrawal of federal funds
    b. contract termination
    c. no possibility of future federal contracts
    d. jail
    e. a, b, c
    f. a, b, c, d

15. federal; 16. less; 17. affirmative action; 18. e.

Equal Rights in the Education System

The women's movement in the United States actually began when some women demanded their right to an education. Women concerned with education were thought to be unfeminine by both men and women. The attitude that women were to remain attractive, dainty and confined to the home conflicted with the more aggressive role of a serious student. Although the right to attend college was granted to some women, for many years they were expected to sit silent in the classroom without interrupting to ask questions or express opinions. Women's colleges actually grew from the idea that women were too meek and too intimidated by men to be able to learn while sitting in the same classroom with them.[15]

Only with the invention of the typewriter and the resulting emergence of business schools to train female "typewriters," as the attractive female operators of these machines were called, was the participation of women in higher education accepted. Women saw this as a chance to secure a relatively "soft" job (as opposed to those requiring heavy physical labor) with some status. Men saw business-school trained women as status symbols in the business office and a possible way of making work easier and more pleasant for themselves. As a result, the clerical occupations became stereotyped as "women's work" as did business school training.[16]

Titles VII and VIII of the Public Health Services Act[17]

Stereotyped ideas of women's work and men's work still exist although certain pieces of legislation are helping to make illegal the out-right exclusion from training programs on the basis of sex. One such piece of legislation is the Public Health Services Act, effective November 1971. Titles VII and VIII of the Act forbid schools and training programs in the health profession from discriminating against students on the basis of sex. The only schools and training programs affected are those receiving financial assistance under the Public Health Services Act, although a large number do receive such assistance. Also falling within the province

of the Act are hospitals who operate medical schools, training programs and internships. Teachers and employers who work with students covered by this Act are also covered.

The Act was designed to help offset some of the occupational stereotyping so rampant in the health professions. It is now illegal to refuse a male student admission to nursing school on the basis of sex just as it is illegal to exclude a female from medical school on the basis of sex. Lawmakers have come to realize that our country needs as many talented people as possible in the health professions. To limit nursing to women and medicine to men leaves a large amount of talent from the other sex unused.

The penalty for violating this Act is withdrawal of federal funds. Just as with the Executive Order previously discussed, discrimination technically is not forbidden although schools will have to forfeit federal funds in order to continue discriminatory activities.

Complaints of violations of this Act should be filed with the agency responsible for its enforcement, the Office of Civil Rights within the Department of Health Education, and Welfare (HEW). After the complaint has been filed, HEW conducts a hearing and cancels federal funds if discrimination is found. Aside from court hearings, funds will also be cancelled if: (a) any institution covered by this Act refuses to submit a written assurance to HEW that it will not discriminate and, (b) if periodic reviews by HEW reveal incidences of discrimination.

SELF-CHECK:

19. Titles VII and VIII of the Public Health Services Act forbid schools and training programs in the _____profession from discriminating on the basis of sex.

    a. health
    b. clerical
    c. education
    d. both b and c

20 The anti-discrimination provision of the Public Health Services Act covers: (Circle your answer)

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a. students in schools and training programs receiving federal money
b. teachers of these students
c. employers of health training school graduates
d. both a and b
e. all of the above

21. The legal penalty for violating this Act is: (Circle answer)

a. payment of a penalty
b. withdrawal of federal funds
c. firing of those responsible for the discrimination
d. all of the above

22. The Agency responsible for enforcing this Act is the: (Circle answer)

a. Office of Civil Rights
b. EEOC
c. OFCC
d. Bureau of Health Occupations

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19. a; 20. e; 21. b; 22. a

Title IX of the 1972 Education Act [18]

What some consider to be the most far-reaching piece of anti-discrimination legislation in education is Title IX of the 1972 Education Act. It provides that:

> "No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Although the Act was passed in 1972, it did not become effective until July 21, 1975. The law covers all schools, from the pre-school level through graduate school, who receive federal funds. In spite of its seemingly comprehensive coverage, there are many loopholes which reduce its effectiveness. These will be discussed later in this unit. Areas in which sex discrimination is prohibited under Title IX include admissions, course offerings, activities, financial assistance, dress,

conduct, marital and parental status, provision of school facilities, counseling programs and techniques, and as discussed in a previous section, physical education and athletics, probably the most controversial areas.

Some of the school practices prohibited by Title IX include the following:

- refusing to admit students to courses on the basis of sex. Specific exemptions include human sexuality, which may be offered in a sex-segregated fashion, and chorus, which may require voice ranges of one sex predominately. Further, schools may separate students by sex in physical education classes where contact sports are involved. Also, students may not be grouped according to sex but may be grouped according to ability.
- maintaining sex-segregated interest clubs.
- assigning teaching duties on the basis of sex.
- employing counseling procedures (including tests, career materials and counseling techniques) which discriminate on the basis of sex.
- denying financial aid, benefits, or services to students on the basis of sex.
- discriminating on the basis of sex in providing work-study opportunities and placement of students in employment.
- bestowing student honors on the basis of sex.
- applying sex discriminatory regulations regarding students' marital or parental status.
- denying students the opportunity to participate in athletic competition on the basis of sex. Schools may continue to operate one-sex sports where competitive skill level or contact sports is

concerned but they must provide for the other sex a sport in their area of interest. Schools are also required to provide comparable expenditures in sports of both sexes so as not to limit the opportunities of either sex.

- maintaining sex-discriminatory employment practices including hiring, recruiting, salaries, job classification, promotion, fringe benefits, marital or parental status.

One of Title IX 's strongest policies concerns schools of vocational education, an area where sex discrimination, bias and stereotyping has been particularly pervasive. Such schools are forbidden under Title IX from discriminating in admissions on the basis of sex; further, they may not deny students enrollment in courses on this basis. The law states:

> A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

Vocational education schools are also forbidden to discriminate on the basis of marital or parental status and recruitment procedures and practices must also be non-discriminatory. Lawmakers, it seems, have recognized the necessity of equal training opportunities for fair and unimpeded access to high paying, satisfying jobs for both sexes. It is in employment that the most obvious result of sex discrimination is revealed — salary differences between females and males. This is a form of sex discrimination that most people can understand, which probably accounts for Title IX's strong, initial stand on vocational education.

The only schools subject to the anti-discrimination policy in admissions at all levels are public and private vocational education schools. The only other schools to which the admissions policy applies are integrated public undergraduate colleges and public and private graduate and professional schools. Exempted are military schools, religiously controlled schools, undergraduate schools which have "traditionally" and "continually"

admitted one sex, and undergraduate professional schools such as engineering and architectural schools. Further, local education agencies are permitted to deny admission to a school on the basis of sex if they make available for the excluded person another school comparable in policy, admissions, courses, services, and facilities. As some legal authorities have concluded, the "legislative preference for moving slowly in higher education" has left its mark in Title IX. Many schools are permitted to continue their discriminatory practices and certain other schools, such as all-female and all-male schools, are given seven years to change. With such permissiveness, Title IX can hardly be regarded as the last word in anti-sex-discrimination legislation.

A further problem with Title IX lies in its enforcement. The agency responsible for enforcement is the Office of Civil Rights within the Department of Health, Education and Welfare. The agency is extremely understaffed and ill-equipped to oversee the large number of schools within its jurisdiction. Also, there are no specific timelines for HEW investigations and decisions, so case resolution may be delayed for a long period of time.

Complaints regarding Title IX violations should be directed to the Director of the Office of Civil Rights. Office staff will investigate the complaint and conduct a hearing. If the complaintant is dissatisfied with the decision, she/he may appeal to the U.S. Court of Appeals.

The penalty for Title IX violations is withdrawal of federal funds. Just as in some of the other pieces of legislation, discrimination is allowed to continue if schools are willing to sacrifice federal money. Such a situation is unlikely, however, since most schools are heavily dependent on federal assistance.

Schools covered by Title IX must also conduct a self-evaluation of all of their policies, examine and identify practices which are discriminatory, and take remedial steps to eliminate the discrimination. They must notify students, staff and employees of their non-discrimination

policy, appoint a person to monitor and coordinate compliance efforts, and develop and inform students and staff of a grievance procedure for handling Title IX complaints. Thus, an individual has an opportunity to have complaints resolved at the school level rather than going directly initially to the federal enforcement agency. These local grievance procedures should help resolve cases sooner, and help to avoid the large case build-up that so often has occurred within the Office of Civil Rights and the EEOC.

Another legal tool which may be used in sex discrimination complaints is the Equal Protection clause of the Fourteenth Amendment. This will be discussed immediately following the SELF-CHECK.

SELF CHECK:

23. With some notable exceptions, Title IX covers schools at all levels who: (Circle your answer)

    a. admit both males and females
    b. receive federal funds
    c. receive more than $50,000 in federal funds
    d. provide technical and vocational training

24. Read the following situations. Place a check beside each one that is illegal under Title IX of the 1972 Education Act and in the space below each, explain why.

    a._____ Mary and John both applied to Midtown Univesity, a public University in their hometown. They both had equally high scores on the College Entrance Test although Mary had much better grades than John. Mary was rejected. John was accepted.

    b._____ George, a 10th grader, signed up for typing but when his counselor told him that boys wouldn't do well in typing because they have big knuckles, he withdrew from the course, even though he had earned a B during the first week of class.

    c._____ Susan and Bill were secretly married. Susan became pregnant. When their high school principal discovered it, he suspended Susan.

d._____ Bob signed up for Home Ec. The teacher told him that since he was the only boy to sign up that he would disrupt the class and would, therefore, not be allowed to enroll.

e._____ The girls' basketball team at Jones High was told that it would have to dissolve because the boys' team needed the gym to practice.

25._____schools are exempt from Title IX coverage.

a. military
b. vocational
c. professional
d. graduate
e. high

26._____is the agency responsible for Title IX enforcement.

a. EEOC
b. Bureau of Fair Labor Standards
c. Wage and Hour Division
d. Office of Civil Rights

27. The penalty for Title IX violation is: (Circle your answer)

a. payment of a penalty
b. withdrawal of federal funds
c. cut-back in staff
d. prison term for those responsible for the discrimination

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23. b; 24. They all illustrate illegal practices; 25. a; 26. d; 27. b

The Equal Protection Clause of the Fourteenth Amendment [19]

The legal support some individuals have used to win sex discrimination cases is the Equal Protection clause of the Fourteenth Amendment. It states:

> No state shall...deny to any person within its jurisdiction equal protection of the laws.

In other words, states are to treat their citizens equally in their application of laws.

Note that the clause is limited to "state action." Private institutions such as private schools, banks and other private businesses are not covered here. Only those situations involving federal, state and

local government are under the jurisdiction of this clause. Individuals who have complaints against private institutions must rely on other pieces of legislation for their legal defense.

In determining whether or not there has been a violation of the Fourteenth Amendment, courts will apply either the "reasonableness" test or the "strict scrutiny" test. [20] The reasonableness test is concerned with whether or not the state had a reasonable purpose in passing the law in question. Is there a difference between the two classes of people mentioned in the law that makes it reasonable for them to be treated differently? If the answer is yes, no violation of the Fourteenth Amendment is found. Such a decision has sometimes defeated sex discrimination charges. In the case of Goesaert v. Cleary, a male judge in Michigan, in applying the reasonableness test, ruled that women could not be bartenders. He concluded that prohibiting women from being bartenders would be a "reasonable" way to prevent moral and social problems. [21] Clearly, the judge's logic in this particular decision is a curious application of the reasonableness test.

Other decisions involving the strict scrutiny test have been more favorable. The strict scrutiny test has been applied more to cases of race discrimination than sex discrimination. Recently, however, charges of sex discrimination under the Equal Protection clause have received more favorable outcomes when the courts applied the strict scrutiny test than when they applied the reasonableness test.

The strict scrutiny test requires that the court decide whether the state had an important purpose in passing the law in question and whether the classification established by the law accomplished the purpose for which it was intended. If the answer is yes, courts will not rule in favor of the complaintant.

In the case of Stanley v. Illinois, the court ruled in favor of the complaintant after the strict scrutiny test was applied. In this case, the court decided that a state law denying parental status to

unwed fathers was in violation of the Equal Protection Clause.[22] In another case, the Supreme Court ruled that women in the military did not have to prove their husband's dependency status in order to receive medical and housing benefits since men did not have to do so for their wives. Thus, where possible, legal authorities encourage individuals to use the Fourteenth Amendment in addition to other pieces of legislation in charges of sex discrimination since courts increasingly are returning favorable decisions especially under the test of strict scrutiny.

To make a complaint under the Fourteenth Amendment, one need only find a lawyer. There is no requirement to file charges with a federal agency. Consequently, action is likely to be speedier than would be the case if one had to wait behind the backlog of cases currently plaguing most federal enforcement agencies.

Education Amendments of 1976[23]

The Education Amendments were approved in October 1976 as an extension and revision of the Higher Education Act of 1965 and the Vocational Education Act of 1973. Several provisions in the Amendments are aimed at reducing the pervasive sex stereotyping present in state vocational education programs. States that establish an office for the elimination of sex stereotyping in education are to be awarded $50,000 annually which may be used for staff and special projects to overcome sex bias and additional funds for counseling training in techniques to overcome sex stereotyping.

States are also required to review all vocational education programs in the state in order to identify and remedy instances of sex stereotyping. Data on the status of females and males in vocational education programs must be collected, analyzed and disseminated to state and federal personnel as evidence of states' efforts to eliminate sex stereotyping. Further, vocational education programs must insure that the interests and concerns of women are addressed in new and existing programs.

The potential effects of the Education Amendments in reducing sex stereotyping are especially promising since this is the first attention the federal government has given specifically to the problem of sex stereotyping in vocational education. The language of the Amendments spells out the debilitating effects of sex stereotyping and discrimination on equal employment opportunity and recognizes vocational training as a logical place to attack existing discrimination and biases that carry over into the work f[illegible].

As is true in several other pieces of legislation, sex discrimination and stereotyping is not forbidden by the Education Amendments. States are offered an incentive to study the problem of sex stereotyping in vocational education programs and take steps to remedy sexist practices. States may legally refuse the $50,000 annual incentive and continue to ignore existing inequities in their vocational education programs. Initial responses to the legislation, however, indicate that few states are likely to refuse to take advantage of the incentive.

SELF CHECK: Finished? See how well you do on this last set of questions.

28. The Equal Protection Clause of the _____ Amendment guarantees citizens equal protection of the laws.

29. The Equal Protection Clause is limited to agencies and institutions under federal, state, or _____ jurisdiction.

30. Which of the following would <u>not</u> be covered under the Equal Protection Clause? (Circle your answer)

    a. a suit against a state college
    b. a suit against a division of city government
    c. a suit against a bank
    d. a suit against a private school for girls
    e. a and b
    f. c and d

31. To make a complaint under the Fourteenth Amendment one should: (Circle answer)

    a. write to the Office for Civil Rights
    b. write to the EEOC
    c. contact the Attorney General of the state in which the discrimination occurred
    d. find a lawyer

32. The Education Amendments of 1976 provide financial States to eliminate sex stereotyping in _____programs.

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28. Fourteenth; 29. local; 30. f; 31. d; 32. vocational education

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21. Ibid.
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23. Stanley v. Illinois, 405 U.S. 645 (1972).
24. Frontiero v. Richardson, 36 L. Ed. 583 (1973).
25. Public Law 94-2657, S 2657, October 12, 1976.

"Sex Discrimination and the Law"

Glossary

1.	access	permission, liberty or ability to enter, approach, communicate with or pass to and from
2.	alleged	said to be true or exist; questionably true or said to be true without proof
3.	archeological	the scientific study of any prehistoric culture by digging remains from the earth and describing them
4.	ardently	glowing with feeling; earnestness; zeal; enthusiasm
5.	barbarous	uncivilized; excessively harsh
6.	bestowing	presenting as a gift
7.	bureaucracy	government by bureaus; over-concentration of power in administrative bureaus; excessive governmental red tape and routine
8.	class-action suit	law suit charging legal violations against a group or class of people
9.	compliant	yielding; obliging; giving in
10.	conciliation	the art of reconciling, placating, or winning the favor of
11.	consequently	therefore; as a result of the foregoing
12.	contention	a point made and held to in a debate or controversy
13.	controversial	debatable; causing opposing views to arise
14.	cumbersome	burdensome; troublesome
15.	debilitating	weakening; making feeble
16.	dependent	relying on another for support
17.	discrepancy	the state of being different; at variance
18.	disseminated	dispersed; distributed
19.	dissimilar	unlike; different; not similar
20.	exclusion	the state of being shut out; refused participation in
21.	exempted	freed from obligation or liability; freed from duty
22.	expedient	proper under the circumstances; fit or suitable for the purpose
23.	expenditures	that which is spent or paid out
24.	extensive	of great extent; wide; broad; far-reaching; comprehensive

25.	forfeit	to lose the right; lost by neglect or misconduct
26.	grievance	a wrong, real or imagined, considered as grounds for complaint
27.	hypothetical	assumed; supposed
28.	impact	the forceful effect of one thing on another
29.	incentive	that which initiates action; a motive
30.	inception	beginning; start
31.	inconsequential	of no importance
32.	inferiority	of lower rank; of less importance or value
33.	initial	the beginning
34.	intimidated	fearful or frightened
35.	invoking	to appeal to, to call on with earnest desire
36.	jurisdiction	the power, right or authority to interpret and apply the law; the limits or territory within which authority may be exercised
37.	justifiable	can be shown to be or can be defended as being reasonable, just or right
38.	legislation	a law or laws enacted
39.	manipulation	the act of managing skillfully
40.	monitor	to watch, observe, or check for a special purpose
41.	nomadic	moving from place to place; wandering
42.	pacifist	strongly opposed to conflict, war, or violence
43.	partnership	the state or condition of being a partner; an association; joint interest
44.	permeated	spread through; to penetrate or saturate
45.	pervasive	extending its presence or activities throughout
46.	plaguing	troubling or tormenting
47.	prohibit	to forbid, prevent or hold back
48.	rampant	absence of restraint; widespread
49.	ratification	the act of approving
50.	recipient	one who receives
51.	refute	to prove to be wrong or false
52.	remedial	being able to remedy or correct a deficiency

53.	resolution	solution or explanation of a problem or difficulty
54.	restrain	to limit, keep under control or prevent from doing
55.	scrutiny	searching examination or investigation
56.	seniority	having a privileged status by virtue of continuous service
57.	subservient	serving or acting in a subordinate fashion; excessively submissive
58.	substantially	considerable in quantity; significantly real or large
59.	superseded	take the place of; set aside
60.	unimpeded	not hindered or slowed

Topic Four: ON THE JOB Issue L: LEGAL RIGHTS AND LITIGATION Activity 2: Role Play: The Interview	Date Due: Prerequisite:

Role Play: The Interview

Directions

Under Title VII of the 1964 Civil Rights Act, sex cannot be used as a basis for discrimination in employment unless it can be shown to be a bona fide occupational qualification. Numbers 1-8 below are not bona fide qualifications.

Role play a job interview with a male interviewer and a female applicant. Any appropriate job will do; a management position might work particularly well with this exercise. Feel free to use your imagination and creativity in setting up the role play. Topics for conversation include the following:

1. "It is not good management to have girls supervising girls."
2. "The job of outside salesmanship is too dangerous and unpleasant for females."
3. "Women have poorer attendance records than men." (Statistics actually show that this is incorrect.)
4. "We will need to build separate rest room facilities if we hire a woman." (This is not a legal reason for denying a woman employment. Males and females can use the rest room at different times if modesty is a problem.)
5. "The presence of females would create a morale problem."
6. "Our jobs require too much heavy lifting."
7. "Customers would not accept advice from female salespersons."
8. State "protective" laws. (Must be over-turned anyway as discriminatory.)

Now try a female interviewer and a male job applicant and construct questions to fit the situation.

Topic Four: ON THE JOB Issue L: LEGAL RIGHTS AND LITIGATION Activity 3: Equal Rights Amendment	Date Due: Prerequisite:

EQUAL RIGHTS AMENDMENT

Directions

Examine the following information and myths about ERA.

The proposed Equal Rights Amendment, ERA, only needs ratification by four more states before 1978 in order to become a federal law. ERA provides for the following:

> "Section 1: Equality of Rights under the law shall not be denied or abridged by the United States or by any state on account of sex.
>
> "Section 2: The Congress shall have the power to enforce by appropriate legislation, the provisions of this article.
>
> "Section 3: This amendment shall take effect two years after the date of ratification."

ERA is basically the Fourteenth Amendment with the exception that ERA guarantees equal rights without exception due to sex rather than race, as the Fourteenth Amendment does. Making ERA a federal law would prevent all 50 states from having to undergo the long and complicated process of passing state equal rights legislation.

In spite of the relatively simple provisions of ERA, a number of myths exist about it. Respond to the following myths in writing in the space provided. Additionally, your teacher may choose to enact a role-play with one student being an avid believer in the myths while another student attempts to argue with the first person about the facts. Respond as best you can concerning the facts and myths about ERA.

1. Rest rooms would be desegrated.

2. Women would be subject to the draft. (They always have been. We now have an all-volunteer army; the armed services have many career and educational benefits for which women are ineligible.)

3. Women will lose the benefits they have gained from state protective labor legislation. (Such legislation has restricted women's pay and opportunities by limiting the hours that they may work. These benefits became an excuse for not hiring women as did limitations on the amount of weight women could be allowed to lift. What about the hard working cleaning woman? She has never "benefited" from this protective legislation.)

4. Women will lose the benefit of alimony and child support. (Alimony and child support would not be abolished by ERA; it would be equally available to men. The award would be based on ability to pay. Very few women are awarded alimony anyway--less then 2% of all divorces. Child support is also a problem, at present, because if the man doesn't pay, the only thing the woman can do is prosecute--then the husband goes to jail. He isn't earning money in jail either. Regardless, ERA would not free the husband of his child-support responsibilities.)

MYTHS

1.

2.

3.

4.

GLOSSARY*

(Note: The glossary for "Sex Discrimination And The Law" accompanies the activity.)

category: a general class or division within a system of classification

commensurate: equal in measure or extent

concentrated: gathered into one body, mass or force

consequently: as a result of the foregoing

controversial: relations which generate opposing views

dependent: relying on another for support

deprive: remove or take something away from

discrimination: to act differently toward a category of persons rather than treat them as individuals

inconsequential: of no significance

inequity: injustice or unfairness

inferiority: of lower rank or degree

initial: the beginning

intimidated: fearful or frightened

irrelevant: inapplicable or not related to

justifiable: capable of being reasoned and right

legislation: the exercises of power to make rules that have authority within the organization

legitimacy: having the quality of being justified and legal

misconception: misunderstanding

manipulation: the act of managing skillfully

median: the value in an ordered set of values, below and above which there are equal numbers of values

oversimplify: to distort by making too easy

partnership: state of being in a contractual association

percent: one of a hundred parts which taken together represent the whole

predominate: that which has superior strength, influence, or authority

prohibit: to forbid by authority or to prevent

ratification: the act of approving

rehabilitation: restore to former capacity

reinforce: to strengthen by additions

restrain: to limit, keep under control or prevent from doing

restrict: to confine within bounds

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* All definitions taken from and/or adapted from Webster's New Collegiate Dictionary (Springfield, Mass.: G. & C. Merriam Co., 1974).

sexism: prejudice or discrimination against women

status: position or rank in relation to others

stereotype: a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, affective attitude or uncritical judgment ... usually about members of another group

subordinate: inferior or of a lower order

substantially: considerable in quantity or significantly real and large